

NEWCASTLE CHARTER SCHOOL



Charter School Renewal Petition

FOR CHARTER RENEWAL TERM:
July 1, 2017 through June 30, 2022

SUBMITTED TO THE BOARD OF TRUSTEES ON
June 7, 2017

Originally Presented to the Newcastle Elementary School District Board of Trustees
May 19, 2005

5 Year Renewal Granted
February 21, 2007

Amended (Focus on 21st Century Skills and Project-Based Instruction)
May 19, 2010

Amended (Added Independent Study/Home School Curriculum)
December 15, 2010

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Legal Affirmations and Assurances

As the authorized lead petitioner, I, Denny Rush, hereby certify that the information submitted in this application for a renewal of the charter for the California public charter school named Newcastle Charter School (“NCS” or the “Charter School”) that operates within the boundaries of the Newcastle Elementary School District (“NESD” or the “District”) is true to the best of my knowledge and belief; I also certify that this application for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following. The Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605 and 60851, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be non-sectarian in its program, admissions policies, employment practices and all other operations. [Ref. Education Code 47605(d)(1)]
- Shall not charge tuition [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Newcastle Charter School, and who submit a timely application. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian within the state. If the number of students who wish to attend the charter school exceeds the School’s capacity, each application will be given equal chance of admission through a public random drawing process. If a drawing is necessary, preference shall be given as required by 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code 47605(d)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a certificate from the California Commission on Teacher Credentialing, permit, or other documents equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage
- Shall, for each fiscal year, offer at minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- Shall, if a pupil leaves Newcastle Charter School without graduating or completing the school year for any reason, notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code 47605(d)(3)]
- Declares that Newcastle Elementary School District shall be deemed the exclusive public school employer of the employees of Newcastle Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- Shall maintain accurate and contemporaneous written records that document all pupils' attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Shall comply with the Brown Act and the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Political Reform Act.
- Shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Denny Rush
Lead Petitioner of Newcastle Charter School

Date

Denny Rush
Authorized District Representative

Date

Charter School Compliance with Legal Requirements

Governing Law: *Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.* (Ed. Code, § 47607(a)(2).)

Governing Law: *Petition must include [a] copy of the renewal charter petition including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.* (5 Cal. Code Regs., § 11966.4(a)(2).)

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2017	<i>AB 1639/Education Code sections 33479 et seq.:</i> If the charter school conducts athletic activities, new law requires students and their parents or guardians to sign and return an acknowledgment of receipt of an information sheet on sudden cardiac arrest symptoms and warning signs each school year before the student participates in an athletic activity. Also requires an athletic director, coach, athletic trainer or authorized person to remove from participation a student who passes out or faints while participating in or immediately following an athletic activity. Also requires a coach of an athletic activity to complete a sudden cardiac arrest training course every other school year, and, after July 1, 2019, imposes a penalty on a coach who violates this provision.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2017	<i>AB 1719/Education Code section 51225.6:</i> Charter schools that require a health course for graduation must include instruction in compression-only cardiopulmonary resuscitation (CPR) commencing with the 2018-19 school year.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2017	<i>AB 1593/Education Code section 48205:</i> Includes attending a student's own naturalization ceremony as an excused absence.	Charter School will comply in accordance with District compliance with requirement.

<p>January 1, 2017</p>	<p><i>AB 2097/Education Code sections 49076.7, 56601: Prohibits charter schools from collecting Social Security numbers or the last four digits of Social Security numbers from students or their parents or guardians unless otherwise required to do so by state or federal law. Authorizes the State Department of Education to prohibit collection and solicitation of other personally identifiable information, as recommended by the Superintendent of Public Instruction and approved by the State Board of Education.</i></p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
<p>January 1, 2017</p>	<p><i>AB 2246/Education Code section 215: Requires schools serving students in grades 7-12 to adopt suicide prevention policies before the start of the 2017-18 school year.</i></p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
<p>January 1, 2017</p>	<p><i>SB 1072/Education Code sections 39831.3, 39843; Vehicle Code section 28160: Requires a charter school that provides transportation to students to or from school or a school activity to, on or before the 2018-19 school year, prepare a transportation safety plan that includes procedures for school personnel to follow to ensure the safe transport of students, including procedures to ensure that a student is not left unattended on a school bus, school pupil activity bus, or youth bus, and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school pupil activity bus. Also requires charter schools to notify the Department of Motor Vehicles within five days if the school has ordered and upheld disciplinary action against a driver who was found to have left the immediate vicinity of the vehicle to which the driver had been assigned with an unsupervised pupil onboard and made a finding that the driver's actions constitute gross negligence. Also requires each school bus, school pupil activity bus, youth bus, and child</i></p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>

	care motor vehicle used exclusively to transport students shall be equipped with an operational child safety alert system on or before the beginning of the 2018-19 school year.	
January 1, 2017	<i>SB 1375/Education Code section 221.61</i> : Requires charter schools to, on or before July 1, 2017, post in a prominent, conspicuous place on their websites the name and contact information for their designated Title IX coordinator, information about the rights of students and responsibilities of schools and a description of how to file a complaint.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2017	<i>AB 2028/Government Code section 20969.3</i> : Requires the reinstatement in PERS of a member, without regard to retirement status, who is involuntarily terminated on or after January 1, 2017 and subsequently reinstated to that employment pursuant to an administrative, arbitral, or judicial proceeding. Also requires contributions to be made to the system for any period for which salary is awarded in the proceeding and provides the member with service credit for that period and reinstatement of benefits effective as of the date from which salary is awarded. Also requires an employer of the involuntarily terminated employee to notify the board of the final decision ordering the member's reinstatement.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2017	<i>AB 2615/Education Code sections 8422 et seq.</i> : Authorizes charter schools to charge family fees for ASSET and ASES programs, but requires charter schools to reduce or waive family fees for students who are eligible for free or reduced-price meals.	Charter School will comply in accordance with District compliance with requirement.
July 1, 2017	<i>AB 1567/Education Code sections 8482.6, 8483, 8483.1 and 8483.95</i> : Beginning July 1, 2017, requires charter schools to give first priority enrollment in ASES programs to homeless and foster youth. Also	Charter School will comply in accordance with District compliance with requirement.

	requires, beginning July 1, 2017, an after school program or a before school program to inform the parent or caregiver of a pupil of the right of homeless children and foster children to receive priority enrollment and how to request priority enrollment. Also prohibits an after school program from charging family fees to a family for a child it knows is homeless or in foster care.	
January 1, 2017	<i>AB 2908/Education Code sections 69432.9 and 69439:</i> Requires charter schools to submit GPAs for 12th grade students to the Student Aid Commission by October 1 of each academic year, and to notify 11th grade students by January 1 of each academic year so they can opt out.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2017	<i>AB 2308/Education Code section 49452.9:</i> Extends requirement to add an informational item to a charter school's enrollment forms, or amend an existing enrollment form, in order to provide the parent or legal guardian information about health care coverage options and enrollment assistance to January 1, 2021.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2017	<i>SB 1169/Education Code sections 49430, 49430.5, 49430.7, 49431, 49431.2, 49431.5, 49431.7, and 49432:</i> Revises food nutrition standards, and particularly, standards for competitive food for sale, to better conform to federal law.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>SB 750/Education Code section 313.1:</i> Contains new definitions for "long-term English learner" and "English learner at risk of becoming long-term English learner."	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>SB 445/Education Code section 48852.7:</i> Requires various services for homeless and foster children.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>SB 416/Education Code section 41422:</i> Charter schools that operate for fewer than 175 days must prove to the Superintendent that the reason for falling short is fire, flood, earthquake	Charter School will comply in accordance with District compliance with requirement.

	or academic. Upon such showing, the charter school shall receive the same apportionment of funding.	
January 1, 2016	<i>AB 1452/Education Code section 44939.5</i> : Prohibits charter schools from expunging from an employee's personnel file credible complaints of, substantiated investigations into, or discipline for, egregious misconduct.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>AB 1091/Education Code section 69432.2</i> : Authorizes the California Student Aid Commission to require verification of high school graduation to be electronically submitted for high school graduates for the purpose of determining financial aid eligibility, and requires the electronic submission of grade point average (GPA) information on a standardize form.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>SB 359/Education Code section 51224.7</i> : Governing boards or bodies of local education agencies, including charter schools, that serve entering 9th graders who have not adopted a mathematics placement policy must develop and adopt in a regularly scheduled public hearing a mathematics placement policy for students entering 9th grade.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>SB 277</i> : Removes a Health & Safety Code exemption from immunization requirements based on personal beliefs (does not apply to students enrolled in an independent study program who do not receive classroom-based instruction). Students who, prior to January 1, 2016, have an affidavit on file with the school stating beliefs opposed to immunization may remain enrolled until they enroll in their next grade span.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>SB 172/Education Code section 60851.5</i> : Suspends the high school exit examination for the 2015-16, 2016-17 and 2017-18 school years.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2016	<i>AB 1058/Education Code section 44691</i> : Requires charter schools to provide annual training to employees and other persons working on their	Charter School will comply in accordance with District compliance with requirement.

	<p>behalf who are mandated reporters. Charter schools must also develop a process for providing proof of completing training within the first six weeks of each school year or beginning employment.</p>	
January 1, 2016	<p><i>AB 827/Education Code section 234.1:</i> Requires local education agencies serving grades 7-12 to provide certificated employees information on school site and community resources related to the support of lesbian, gay, bisexual, transgender and questioning students.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
January 1, 2016	<p><i>AB 302/Education Code section 222:</i> Requires charter school to provide reasonable accommodations on a school campus to a lactating student to express breast milk, breastfeed an infant child or address other needs related to breastfeeding.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
January 1, 2016	<p><i>AB 379/Education Code sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2:</i> Makes complaints alleging violations of certain educational rights afforded to students in foster care and students who are homeless subject to the Uniform Complaint Procedures.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	<p>Education Code Section 313.1 contains new definitions for “long-term English learner” and “English learner at risk of becoming a long-term English learner.”</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
January 1, 2016	<p>SB 445 Education Code Section 48852.7 requires various services for homeless and foster children.</p>	<p>Charter School will comply with this requirement through internal policies and procedures.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	<p>SB 416 Education Code Section 41422: charter schools that operate for fewer than 175 days must prove to the superintendent that the reason for falling short is fire, flood, earthquake, or epidemic. Upon such showing the charter school shall receive the same apportionment of funding.</p>	<p>Charter School will comply with this requirement by direct communication to the Superintendent, if necessary.</p>
January 1, 2016	<p>SB 359 Education Code Section 51224.7, governing boards or bodies of local educational agencies, including charter schools, that serve entering 9th graders who have not adopted a mathematics placement policy must develop and adopt in a regularly scheduled public hearing a mathematics policy placement policy for students entering 9th grade.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
January 1, 2016	<p>SB 277 The Health and Safety Code removes an exemption from immunization requirements based upon personal beliefs, but exempts students enrolled in an independent study program who do not receive classroom-based instruction. Pupils who, prior to January 1, 2016, have an affidavit on file with the school stating beliefs opposed the immunization may remain enrolled until the pupil enrolled in the next grade-span.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	SB 172 Education Code Section 60851.5 suspends the high school exit examination for the 2015–16, 2016–17, and 2017–18 school years.	Charter School does not administer the high school exit examination.
January 1, 2016	AB 1452 Education Code Section 44939.5 contains requirements for charter schools regarding the reporting of egregious misconduct, expunging an employee’s personnel file, disclosure of egregious misconduct reports, and false reports.	Charter School will comply in accordance with District compliance with requirement..
January 1, 2016	AB 1091 Education Code Section 69432.9 states charter schools must submit grade point averages for Cal Grant applicants electronically on a standardized form.	Charter School does not serve students who are seeking Cal Grants.
January 1, 2016	AB 1058 Education Code Section 44691 states charter schools must provide annual training to employees and other persons working on their behalf who are mandated reporters. Charter Schools also must develop a process for providing proof of completing training within the first six weeks of each school year or beginning employment.	Charter School will comply in accordance with District compliance with requirement.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	<p>AB 827 Education Code Section 234.1 requires local educational agencies serving grades 7 – 12 to provide certificated employees information on school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
January 1, 2016	<p>AB 302 Education Code Section 222 requires charter schools to provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
August 2015	<p>SB 725 Education Code Section 60851.1 removes the high school exit examination as a condition for graduation from high school for a pupil completing grade 12 in 2015.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
August 2015	<p>Education Code Section 49452.9, requires information regarding the Affordable Care Act to be included on enrollment forms for public schools, including charter schools, from 2015-2018.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
August 2015	<p>Charter Schools that offer competitive athletics must make specific data publicly available at the end of the school year.</p>	<p>Charter School will comply in accordance with District compliance with requirement.</p>
July 1, 2015	<p>Education Code Section 51747 et seq., charter schools may offer “course based” independent study options.</p>	<p>If Charter School offers applicable program, it will revise governing board policy as appropriate.</p>

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2015	AB 2160 Education Code Section 69432.9 requires charter schools to submit grade point averages for all Cal Grant applicants and to notify in writing each grade 12 pupil and his or her parent that the pupil is a Cal Grant applicant.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2015	Education Code Section 49414 requires school districts, county offices of education, and charter school to provide emergency epinephrine auto-injectors (“Epi Pen”) to nurses and trained personnel to aid students having an anaphylactic reaction.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2015	Education Code Sections 35179.5 and 49475, limitations on public school athletic programs, including charter schools, regarding number and length of practices and concussions.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2015	Education Code Section 44691, requires public schools, including charter schools, to provide annual mandated reporter training via the training module provided by the State Department of Social Services, and provide proof of training within 6 weeks of each school year or 6 weeks of person’s employment.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2015	Education Code Section 49406, allows the option of a person submitting to a TB risk assessment.	Charter School will comply in accordance with District compliance with requirement.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2015	Education Code Section 49073.6, requires charter schools considering a program to gather or maintain records obtained from social media to comply with notification and other requirements.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2015	Education Code Section 48900 et seq., limits authority for school district administrators to suspend or expel students for “willful defiance.”	Charter School will comply in accordance with District compliance with requirement.
January 1, 2014	SBE 751 Government Code Section 54953 requires that the legislative body of a local agency must publicly report any action taken and the vote or abstention on that action of each member present for the action.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2014	AB 449 Education Code 44030.5 requires that charter school administrators must report a change in employment status of credential holders to the CTC under certain circumstances.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2014	AB 588 Education Code Section 49475 requires charter schools that offer athletics programs to follow concussion protocols and prepare an annual concussion and head injury sheet to be signed by the athlete and athlete’s parent.	Charter School will comply in accordance with District compliance with requirement.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2014	AB 308 Education Code Section 17462.3 requires a charter school that sells real property purchased or modernized with money from a state school facilities funding program to return the proceeds of sale under certain conditions.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2014	AB 1266 Education Code Section 221.5 states that a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2014	SB 379 Education Code Section 46146.5 requires that a charter school that operates an early college high school or middle college high school must offer at least 80% of instructional time at the school site.	Charter School will comply in accordance with District compliance with requirement.
July 1, 2013	Education Code Section 47605(b)(5)(A), charter must contain a description of annual goals to be achieved in the state priorities, and specific annual actions to achieve those goals	Compliant language added to Element Two and Three of charter.
July 1, 2013	Education Code Section 47605(b)(5)(B), pupil outcomes must align with the state priorities that apply for the grade levels served or the nature of the program	Compliant language added to Element Two and Three of charter.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2013	Education Code Section 47605(b)(5)(C), the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported in the SARC	Compliant language added to Element Two and Three of charter.
July 1, 2013	Education Code Section 47606.5 requires that charter schools must annually update its goals and annual actions to achieve the goals, in the state priorities, by submitting an LCAP.	Charter School will comply in accordance with District compliance with requirement.
July 1, 2013	Education Code Section 47604.32(c), authorizer must ensure that charter schools submit an LCAP annually	Charter School will comply in accordance with District compliance with requirement.
July 1, 2013	Education Code Section 47604.33(a)(2) requires charter schools to submit an LCAP annually.	Charter School will comply in accordance with District compliance with requirement.
July 1, 2013	Education Code Section 47607.3 includes consequences for failure to improve outcomes for 3 or more numerically significant pupil subgroups, revocation.	Charter School will comply in accordance with District compliance with requirement.
July 1, 2013	Education Code Section 47604.5(d) permits State Board to revoke charter for failure to improve pupil outcomes across multiple state and school priorities.	Not applicable; Charter School is not under threat of revocation for failure to improve pupil outcomes.
January 1, 2013	Education Code Section 47605(b)(5)(B) requires the charter petition to include pupil outcomes that address increases in pupil academic achievement, both schoolwide and for all numerically significant pupil subgroups.	Compliant language added to Element Two of charter.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2013	Education Code Section 47605.6(b)(5)(B) requires the charter petition to include pupil outcomes that address increases in pupil academic achievement, both schoolwide and for all numerically significant pupil subgroups.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2013	Education Code Sections 47607(a)(3) and (b)(1) include factors and threshold requirements for considering renewal of charter petitions.	Charter School has met threshold requirements for renewal and has demonstrated student academic achievement; both shown in charter.
January 1, 2013	Education Code Section 47607(c)(2) includes factors for considering revocation.	Not applicable; Charter School not under threat of revocation.
January 1, 2013	Education Code Section 49010, <i>et seq.</i> prohibits pupil fees for educational activities.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2013	Education Code Section 49068 contains requirements regarding transfer of student records.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2013	Education Code Section 48645.5 contains requirements for enrollment or readmission of students who have had contact with the juvenile justice system.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2013	Education Code Section 12001.7 contains requirements for application for construction bonds.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2013	Education Code Section 48900(r) was revised in the area of enumerated offenses for student discipline.	Charter School will comply in accordance with District compliance with requirement.
June 27, 2012	Education Code Section 47603 contains requirements regarding borrowing moneys from a county office of education to meet cash management needs.	Charter School will comply in accordance with District compliance with requirement.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2012	Education Code Section 200 contains new classes protected from discrimination.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2012	Education Code Section 47605.6(b)(5)(B) was revised to change "attitudes" to "aptitudes."	Charter School will comply in accordance with District compliance with requirement.
January 1, 2012	Education Code Section 47605.6(e)(1) was revised to include nondiscrimination on the basis of gender identity and gender expression.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2012	Education Code Section 47612.7 was revised regarding the Center for Advanced Research and Technology; the statute was repealed effective 7/1/13.	Not applicable; not Clovis or Fresno Unified School Districts.
December 16, 2011	5 CCR 11965 included revised definitions for general provisions related to charter schools.	Not applicable; charter petition has not been nonrenewed.
December 16, 2011	5 CCR 11968.5.1 was created regarding procedures for revocation of a charter by the State Board of Education.	Not applicable; Charter School not eligible for revocation by State Board of Education.
December 16, 2011	5 CCR 11968.5.2 was created to address charter revocation.	Not applicable; Charter School not under threat of revocation
December 16, 2011	5 CCR 11968.5.3 was created to address charter revocation if severe and imminent threat to health and safety of pupils.	Not applicable; Charter School not under threat of revocation.
December 16, 2011	5 CCR 11968.5.4 was created to address appeal of a district charter revocation to a county board of education.	Not applicable; Charter School not under threat of revocation.
December 16, 2011	5 CCR 11968.5.5 was created to address appeal of a county board of education charter revocation to the State Board of Education.	Not applicable; Charter School not under threat of revocation.
November 23, 2011	5 CCR 11966.4 was created to address renewals, appeals, and statewide benefit charter schools.	Compliant language added to Charter Renewal Criteria section of charter.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
November 23, 2011	5 CCR 11966.5 was created to address appeals of non-renewed charters to county board of education.	Not applicable; charter petition has not been nonrenewed.
November 23, 2011	5 CCR 11966.6 was created to address appeals of non-renewed charters to State Board of Education.	Not applicable; charter petition has not been nonrenewed.
November 23, 2011	5 CCR 11966.7 was created to address categorical funding for charter schools renewed by a different authorizer.	Not applicable; charter petition has not been nonrenewed.
November 23, 2011	5 CCR 11967 was revised regarding appeals of petitions for the establishment of a charter school.	Not applicable; Charter School is not a new charter school.
November 23, 2011	5 CCR 11967.5.I was revised regarding charter petitions considered by the State Board of Education.	Not applicable; Charter School is not appealing to State Board of Education.
January 1, 2011	Education Code Section 48900(r) was revised regarding suspension and expulsion offenses.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2011	Education Code Section 48000 was revised regarding transitional kindergarten.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2011	Education Code Section 47614.5(i) was revised regarding distribution of facilities grants.	Charter School will comply in accordance with District compliance with requirement.
January 1, 2011	Education Code Section 48000 was revised regarding minimum age for admission.	Charter School will comply in accordance with District compliance with requirement.

Newcastle Charter School Renewal Overview

LOCATION	<p><u>Newcastle Charter School</u> 8951 Valley View Drive, Newcastle, CA 95658 Placer County, California</p> <p>We have identified the above location that is appropriate for the program and fiscally sound.</p>
EDUCATIONAL FOCUS	<p>Newcastle Charter School offers curriculum aligned with the State Standards, including the California Common Core State Standards (“CCCSS”) and Next Generation Science Standards (“NGSS”), supporting students in achieving their maximum potential, preparing them to be successful students of the 21st century, while developing a strong sense of civic and environmental stewardship.</p>
STUDENTS SERVED	<p>For the TK-8 Classrooms/SITE Based Program: Any student qualified to be in grades TK through 8th grade. For the TK-12 Independent Study Program: Students residing in Placer, Nevada, Sacramento, Sutter, Yuba and El Dorado Counties in grades TK through 12 (twelve) as needs are identified.</p>
FLEXIBLE INSTRUCTION	<p>All students in TK-8 will be provided with integrated curriculum that meets the CCCSS for their grade level enhanced with an experiential and interest driven focus in either a classroom-based instruction or an individualized independent study program combining virtual learning with standards-based instruction. The independent study program will operate within the parameters of SB 740 for Independent Study Charter Schools. Independent Study students in grades TK-12 will be provided with an integrated curriculum that meets the CCCSS for their grade level with integrated, technologically advanced curriculum at each grade level, when all grades are fully implemented, to allow students to connect with their school and be college and career ready while working meaningfully with peers and Newcastle Charter School Supervising Teachers</p>
MISSION OF SCHOOL	<p>Newcastle Charter School is committed to collaborating with parents, teachers, and students to provide a high quality educational experience, which enhances the joy of learning and inspires a commitment to lifelong learning.</p>
FOR MORE INFORMATION	<p>Email: drush@newcastle.k12.ca.us Website: www.newcastle.k12.ca.us Telephone: (916) 259-2832 Fax: (916) 259-2835</p>

Table 1. Overview of Newcastle Charter School

Introduction

This proposal modifies and updates an existing charter school called Newcastle Charter School (“Charter School” or “NCS”). Newcastle Charter School seeks to operate as a TK-8 Classroom/SITE-based school and a TK-12 Independent Study /Home School Charter School of the Newcastle Elementary School District. The need to offer an alternative high-quality educational choice is vitally important in the Newcastle area. Newcastle Elementary School (“NESD”), currently operates only one site with classroom based instruction.

The Charter School is located in the Newcastle Elementary School District (“School District” or “NESD”) with support services designated and delineated through a mutually agreed upon Memorandum of Understanding (“MOU”). Newcastle Charter School will provide a voluntary public educational choice classroom-based program for parents with students in grades TK-8 who choose to provide their children with a standards-based education in the Newcastle Elementary School (an alternative learning environment for some) with a focus on the 21st Century Skills as outline and defined within the 21st Century Skills Framework, with special emphasis in fine arts in grades TK-5 and multi-media, literacy and technology in grades 6-8, and an Independent Study/Home School program for parents of students in grades TK-12 who choose to have a more individualized program utilizing current and future technology and virtual instruction geared to the 21st Century Skills within an Independent Study/Home School program.

The Charter School, when fully implemented will provide high quality educational instruction and guidance, curricular support and selected resources materials to ensure that students make appropriate progress toward the school-wide and student-level outcomes of the California Common Core State Standards (CCCSS) and 21st Century Skills Framework as specifically addressed in this charter petition.

The Charter School’s objective is to provide a vehicle for the delivery of the Newcastle Elementary School District’s academically rigorous and challenging educational experiences to students whose families have chosen to have their children master the skills, knowledge and expertise students need to succeed in work and life in the 21st century, within the Newcastle Elementary School District, and to prepare all students enrolled in Newcastle Charter School to excel in the information-based, technologically advanced society of the 21st century when fully implemented. The combination of problem-based learning, student teamwork, and technology is a highly productive way for students to connect with their school and be well prepared for a multitude of post- secondary job and educational opportunities. This is best achieved when the core curriculum is integrated and standards-based; current technology is used as an integral tool in the learning process; students work individually or in small groups on authentic projects; and strategies are employed to encourage students to become life-long learners as well as responsible, competent, and self-motivated citizens with a strong sense of community. Additionally, an “educated person” in the 21st century is able to find appropriate information, synthesize, evaluate, and analyze that information for relevancy and accuracy, and report that information to a variety of audiences across a range of formats while working meaningfully with their peers.

Newcastle Charter School will offer an additional educational opportunity and choice for students and families in the Newcastle and surrounding area by providing a school that:

- Is open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements and honors the uniqueness of each individual, seeking students from diverse backgrounds in order to build a strong, inclusive community and prepare all students for lives in a multicultural society

- Offers a classroom/SITE-based TK-8 program which is a rigorous and standards- based academic curriculum for all its students with learning, differentiated curriculum promoting: original and creative outcomes, effective sequencing of tasks and time management, increased ability to collaborate, student involvement in decision-making.
- Offers Independent Study/Home School through individualized instruction and personal computing; technology and virtual instruction combined with an innovative enrichment program
- Offers individualized computing
- Operates in a partnership with Apple Computers and Microsoft Cooperation
- Is committed to maintaining high expectations for academic, social and personal performance
- Has a small school feel and supportive school environment

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), Newcastle Charter School respectfully submits this Charter School Renewal Petition to the Newcastle Elementary School District Board, and looks forward to continuing our partnership in the coming five years, June 7, 2017 through June 30, 2022.

Charter School Intent

It is the intent of the Legislature in enacting the Charter Schools Act of 1992 to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish the following:

- Improve pupil learning
- Increase learning opportunities for all pupils, including personalized learning experiences for pupils who are identified as academically low and high achieving
- Encourage the use of different and innovative teaching methods Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program
- Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system
- Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

As detailed in this Charter, Newcastle Charter School will make important contributions to the legislative goals outlined above. By granting this Charter, Newcastle Elementary School District will help fulfill the intent of the Charter Schools Act while providing students with an additional quality 21st Century focused public school educational option.

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the fifteen (15) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Charter School Policy and Operations Support

Newcastle Charter School will benefit from the continued support and mentorship provided by the Newcastle Elementary School District Board and Superintendent, and statewide organizations representing charter schools including the California Charter Schools Association (“CCSA”), of which Newcastle Charter School is a member, and from support provided by its qualified administrative and support staff.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052

The following shall serve as documentation confirming that Newcastle Charter School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b)

- Newcastle Charter School met its API growth target in the most recent year (2012-2013), both school wide and for all groups of pupils served by the charter school.
- Newcastle Charter School achieved a statewide API rank of 8 in the most recent year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

- Newcastle Charter School’s academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School, meeting the threshold of Education Code Section 47607(b)(4).

Over the prior charter term, Newcastle Charter School had the following API scores:

2012-2013 API SCORES			
Year	API Statewide Ranking	API Growth Score	Met API Growth Target? (Actual Growth)
2012-2013	9	A	Schoolwide: Yes (15) Student Subgroup – White: Yes (15)
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2012. (Source: CDE DataQuest, accessed 5/30/17)			

Academic Performance – Comparison Schools

The following table shows the percentage of Newcastle Charter School students who met or exceeded standards on the 2016 CAASPP, compared with the percentage of students at other District schools and public schools that pupils would otherwise have been required to attend who met or exceeded standards on the 2016 CAASPP.

	English Language Arts	Mathematics
Newcastle Charter School	62%	61%
Newcastle Elementary	59%	53%
Harvest Ridge Comm Charter	77%	56%
Placer Elementary School	67%	63%
Twelve Bridges Elementary	65%	59%
Twelve Bridges Middle	67%	53%
Horizon Charter Schools	40%	21%
Rocklin Academy Gateway	76%	70%
Foskett Ranch Elem.	46%	40%
John Adams Academy	49%	45%
George Sargeant Elem.	58%	49%
Penryn	73%	54%

Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

In addition to the data presented above, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups as allowed by Education Code Section 52052(e)(4)(C) and presented below.

The following data also satisfies Education Code Section 47607(a)(3), which requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. The only numerically significant pupil subgroup at Newcastle Charter School is economically disadvantaged.

	2015 CAASPP		2016 CAASPP		Year to Year Change	
	ELA	Math	ELA	Math	ELA	Math
All students	69%	56%	62%	61%	-7%	+5%
Economically disadvantaged	53%	42%	55%	59%	+2%	+4%

Accountability System and Metrics

The Charter School will adhere to any new or alternative accountability system and its corresponding metrics as adopted and implemented by the State Board of Education and California Department of Education, as applicable to charter schools.

Independent Study Targeted School Population

Newcastle Charter School Independent Study/Home School Program will accept all students with parents/guardians in the grades it serves who have completed the requisite paperwork, including but not limited to the Student Master Agreement, allowing individuals a unique, focused learning experience. Independent study students of Newcastle Charter School will be those who seek an alternative to the other traditional site-based education, flexibility in scheduling and personalization in educational offerings, focus on 21st century skills, and will reflect the diversity of the Newcastle region, Placer, Nevada and El Dorado Counties, and the State of California.

The Charter School shall meet all statewide standards and conduct pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. The Charter School shall, on regular basis, consult with the parents of enrolled students and the Charter School teachers regarding the school’s educational programs.

The revised Charter opened initially with a five- year term from July 1- 2010 to June 30, 2015. It shall have a renewable five-year term beginning July 1, 2017 and ending on June 30, 2022.

Required Charter Elements (Education Code Section 47605(b)(5))

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(P). These sections of law and the required descriptions are discussed below.

Primary Purposes of the Newcastle Charter School

Newcastle Charter School maintains a clear vision of educating all students as they come to the school by improving their learning skills, academic knowledge, and civic and environmental awareness in either the classroom/SITE-based program or Independent Study/Home School program. In addition, Newcastle Charter School will be working in partnership with Apple computer mentors, Google and Microsoft, who are experts in educational technology, virtual learning, and 21st Century skills, to provide enhanced learning opportunities for all students. To further support the vision of Newcastle Charter School, the core components of Family Tree Learning Center and Helen Hunt Jackson Independent Study School models will be studied and implemented as appropriate within the TK-12 NISCS component (Newcastle Independent Study/Charter School). Newcastle Charter School supports the fluidity and adaptability of an independent study program to personalize the educational experience and meet the individual needs of each student. The flexibility of independent study/home school program enables students to seek additional educational and enrichment opportunities outside the classroom or their individualized programs. Students can take advantage of community based opportunities such as visual and performing arts performances, sports competition, experiencing different cultures through travel, and other activities based upon the interests of the students as supported by their families.

The Newcastle Charter School has a standards-based core curriculum, which has been fully aligned with the CCCSS. It incorporates the 21st Century Skills Framework that develops positive student identity with lifelong learning skills enhanced by family and community interaction. The Charter School shall serve students in TK-8th grade in a classroom/site-based program, and TK-12 in a Independent Study/Home School program. Instruction in each of the TK-8 classrooms will be guided by the Newcastle Elementary School District, State Standards and 21st Century Skills Framework, using instructional materials that have been reviewed and/or adopted by the Charter Council and approved by NESD Board of Trustees. The Charter School shall admit all pupils regardless of county of residence and regardless of the application of interdistrict attendance regulations. The Charter School will attempt to accommodate all interested pupils, however, not all grade levels of instruction may be offered each year depending upon, among other things, enrollment levels. Parents may enroll their children in the Newcastle Charter School Classroom/Site Based program for the following primary purposes:

- Small Supportive TK-8 Classroom-based School Environment “where everyone knows your name”
- Focusing on a rigorous CCCSS academic curriculum and 21st Century Skills Framework
- Special Emphasis on Fine Arts for TK-5 Multi-Media/Literacy/Technology for 6-8, Attention to differences in learning styles
- Student-driven participation in developing the learning process
- Shared learning experiences with local, national and global communities
- Opportunities for individualized virtual learning experiences and collaboration
- Committed to maintaining high expectations for academic, social and personal performance

- Operating in partnership with parents
- Project Based Instruction
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements
- Safe Place where students are nurtured and supported
- High Quality Staff
- Multiple Opportunities for student involvement
- Consistent school schedules for family
- Individualized and Differentiated Instruction to support individual student learning within the school day and through extended day activities/opportunities
- Provide a vehicle for ensuring continued parental choice of the desired educational environment for their children

Parents may enroll their children in the Newcastle Charter School Independent Study/Home School program for the following primary purposes:

- Focusing on a rigorous CCCSS academic curriculum and 21st Century Skills Framework
- Student-driven participation in developing the learning process
- Shared learning experiences with local, national and global communities
- Opportunities for individualized virtual learning experiences and collaboration
- Committed to maintaining high expectations for academic, social and personal performance
- Operating in partnership with parents
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements
- High Quality Staff
- Multiple Opportunities for student involvement
- Independent school schedules for family
- Individualized instruction to support individual student learning
- Opportunities for participation in specialized activities and sports
- Provide a vehicle for ensuring continued parental choice of the desired educational environment for their children.
- Requirements for graduation from the Placer Union High School (PUHSD) with the opportunity to meet admission requirements to the UC/CSU systems or other institutions of higher education if desired.
- TK-12 Independent Study Field studies and service learning – partnerships with local businesses, county, state and national organizations and other community organizations bring students’ emerging knowledge and skills into the community
- Inter and Intra-school shared experiences, athletics, clubs and activities as available

ELEMENT ONE

EDUCATIONAL PHILOSOPHY AND PROGRAMS

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.
Education Code Section 47605(b)(5)(A)(iii).

Vision

Newcastle Charter School is the cornerstone of a lifelong community of learners where students, staff, families and community work together to encourage each student to achieve academic, social and personal excellence, become a lifelong learner with an enthusiasm for learning and become a responsible citizen of the world; students are capable of using all learning experiences to contribute to their school/community and global society.

Mission

The mission of the Newcastle Charter School is a commitment to work in partnership with the home and community to develop a rigorous educational program and 21st century learning agenda interwoven and integrated in thematic CCCSS curriculum that prepares our students well for what comes after their TK-8 years with the Newcastle Charter School. We believe that each student can be successful and achieve in a dynamic 21st century teaching and learning environment with highly competent professionals who are held accountable for learning results, by engaging all students in meaningful programs and blending of specific skills, content knowledge, expertise and literacy) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century within a caring, collaborative learning community.

EDUCATIONAL PHILOSOPHY

Newcastle Charter School believes that learning best occurs in a supportive, nurturing environment where collaboration among teachers, parents, and students provides a high quality educational experience. Students have access to a California Common Core State Standards curriculum, taught by committed and talented teachers. The Newcastle Charter School learning model blends independent study, traditional classroom-based learning, personalized learning, and community-based public educational experiences in a manner that is tailored to the needs and interests of all students. Cooperative Learning is an approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each community member, and brings those resources and passions to the forefront of the students' educational experience. The intent is to engage each student in the learning process, making it productive, relevant and meaningful. The goal is to optimize the student's learning potential and success. The key attributes that comprise the Cooperative Learning model are based upon a solid foundation of the latest educational research findings as to how students learn most successfully.

An Educated Person in the 21st Century

An educated person in the 21st century will have a combination of academic knowledge, life skills of practical application, and a strong sense of civic and environmental stewardship for their local, regional, national and global communities. In order to be considered an educated person in the 21st century, students must have:

- The curiosity for knowledge and drive to sustain life-long learning.
- The ability to read, write, speak, and problem solve with clarity and precision.
- The ability to access, evaluate and use information from a variety of sources.
- The ability to identify and use historical, current and emerging resources around them, including digital technology and communication tools.
- The ability to think critically.
- The ability to work well in both individual and collaborative settings.
- A highly developed self-esteem and the self-confidence to celebrate his or her strengths, set goals and succeed.
- The awareness that each individual is interdependent with others including family and community.
- The willingness to take risks as a learner.
- Personal integrity, self-motivation and pride.
- Appreciation for the diversity of all people.
- A willingness and ability to be a responsible citizen.
- Solid, fundamental academic skills.
- Possess technological proficiency, not as an isolated field of expertise, but as an integrated set of tools for communicating and expressing ideas and information.
- Have developed the skills to communicate effectively.
- Embrace diversity and welcome differing cultures, viewpoints and customs.
- Possess personal skills and values that will contribute to self-motivation, competence, lifelong learning and work place success.
- Have learned to set goals and work successfully towards meeting them.

Classroom Program and Instructional Methods

Newcastle Charter School will offer students a comprehensive, rigorous, and student centered curriculum in a supportive and nurturing environment. Through differentiated instruction, hands-on learning activities will emphasize critical thinking, creativity, and collaboration. Newcastle Charter School will provide an opportunity to meet each individual student's needs through a classroom instruction approach.

All Newcastle Charter School teachers employ a cohesive set of research-based instructional methods and approaches, supported through specific curriculum professional development, Professional Learning Communities ("PLCs"), and Growth Mindset. These instructional methods, which have proven to be effective, will continue to be used at NES. They include a powerful mix of direct (explicit) instruction, differentiated instruction, modeling, guided practice, cooperative learning, independent practice, and individualized instruction that increases student engagement and significantly reduces behavioral issues in the classroom. These methods have proven to be effective with a wide range of students, including those who are currently performing below grade level, English Learners, and those students with special needs. The consistent use of these instructional methods and classroom management techniques at all grade levels provides a strong, predictable, and self-reinforcing component to the overall school culture. This consistency also provides a foundation of understanding and support with all parents.

Core Subject Areas:

Reading and Language Arts (including Spelling instruction)

Mathematics

Science – including Health

Social Studies/History

Physical Education

Global Languages

Visual and Performing Arts

Technology

The high quality curriculum based upon the CCCSS is used for all students in the areas of Reading/Language Arts, Mathematics, Science/Health, Social Studies/History and Physical Education. State Frameworks and State/District adopted content standards are the foundation at each grade level, guided by State adopted/approved textbooks. Teachers use their extensive professional knowledge to appropriately adapt texts to be accessible to all students and allow them to meet or exceed the CCCSS. The 21st Century themes will be imbedded and taught within the CCCSS instruction.

Newcastle Charter School will offer, at a minimum, the same number of minutes of instruction, annually, as required by Education Code Section 47612.5(a)(1). Newcastle Charter School receives federal categorical and restricted funds and develops programs to utilize this funding that are in compliance with federal laws and regulations.

Independent Study/Home School For the 9-12:

Newcastle Charter School is committed to offering both a general education and a challenging, college preparatory curriculum that engages and meets student needs. As a member of the Apple Educational Foundation Network utilizing the Apple Education Learning System, Newcastle Charter School offers academic core and required elective courses. All course and transferability information will be available to students and parents in a course catalog. Newcastle Charter School offers a selection of class sections that fulfill all Placer Union High School Graduation requirements. In addition, University A-G requirements, including but not limited to: English, Math, Science, Social Science, Other/Elective, English 9, Algebra I, Health, Geography, Spanish I,II,III,IV,V, English 10, Geometry, Biology, World History, Drawing & Painting, English 11, Algebra II/Trig, Chemistry, US History, Photography, English 12, Intro. Analysis, Physics, US Govt/Econ, Video Film, Calculus A/B, Art History, Statistics, Psychology will be offered as the need arises.

Newcastle Charter School Independent Study reserves the right to modify, add to or delete these courses in order to serve their students more effectively, share common elements of instruction with other Apple Foundation, Google, or Microsoft partnership schools and comply with state and university requirements.

Newcastle Charter School Independent Study curriculum can be differentiated based on student need to meet demands for increased rigor or remediation of skills or content. Students are identified for targeted intervention based on a variety of information including but not limited to I.E.P, standardized testing results (CELDT, ELPAC. etc.), past academic performance, parent reports, teacher observation and classroom/instructional assessments. Once a student is identified to receive additional support, either with remediation or advanced skill development, the appropriate academic team will be assembled to create the most effective solution for the student. Newcastle Charter School complies with all applicable independent study laws and, as required, operates pursuant to an adopted independent study board policy and maintains a Master Agreement for each student enrolled in Independent Study.

Technology - Newcastle Charter School partners with Google, Apple Education and Microsoft to offer full technology integration into all subject areas. A variety of computers/platforms and other emerging technologies will be used to provide access to information, a means of organizing and storing information, a means of communication and presentation, and tool for creativity and design, and to give students the tools to research, create, produce and publish their works. Technology resources and tools are integrated into core curriculum and inquiry based projects. Students develop their technology skills, based upon the National Educational Technology Standards with the help of their peers, parents/guardians, community volunteers, teachers and technology staff. Teachers use the National technology standards (NETS) to supplement and support the core instructional program. This includes teacher-developed inquiry-based projects, acceleration of existing programs, and technology-based activities from the basic curriculum and materials for differentiation/enrichment. Technology will provide access to Core Subjects and 21st Century Themes, Learning and Innovation Skills, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information, Media and Technology Skills, Information Literacy, Media Literacy ICT Literacy, Life, College and Career Skills.

Visual and Performing Arts - Visual and performing arts will be integrated into the curriculum in all classrooms through the core curriculum, and, to the extent possible, as discrete learning opportunities through the educational day. Teachers will integrate visual and performing arts, based upon the state VAPA framework, into the curriculum with both teacher developed units and publisher related materials. The volunteer Art Docent Program (TK-8) teaches a variety of visual arts using a well-developed set of instructional lessons featuring portfolios of artist prints to detail art history, theory, composition and development. Students participate in hands-on lessons using art concepts and components. The Arts Attack program will supplement core instruction. Instrumental Music instruction is available to students TK-8 and will be offered as part of the enrichment and/or extended ay program. Fine Arts will be an area of emphasis in grades TK-5. Classroom Music (vocal music) is a part of each student's program in grades TK-5 Students in grades 6-8 may elect to participate in vocal music, band, and theater arts which include a variety of performance opportunities through the enrichment and extended day programs. All students are encouraged and given an opportunity to participate in visual and performing classes offered through the extended day program. Teachers will also incorporate visual and performing arts experiences into the regular core curriculum to the extent possible. Students in grades TK-8 will be offered an opportunity to actively participate in a "performance before a live audience" at least once annually.

Global Languages (Foreign Language) – Students will be instructed in the conversational elements of Spanish. In addition to direct instruction, students will be supported through online Spanish language software.

Leadership, Social, Life Skills and Study Skills Development - Underlying, emphasized and utilized throughout the instruction in each of the subject areas will be other 21st Century lifelong learning skills such as communication/collaboration, critical thinking and problem solving, creativity and innovation, study skills, life skills, global awareness, economic literacy, planning, initiating and completing a project, and the ability to evaluate one's own learning. Citizenship and leadership will be demonstrated by the planning and implementation of required and voluntary community service, participation in Student Council activities, and the ability to work effectively with cooperative groups. Interpersonal skills will be developed through the Physical Education program, as well as within the regular daily curricular classroom expectations and instructional program for students.

Interaction - Enhancement/enrichment of the state content standards and 21st Century Skills is provided for students through year-long interactions with their community and others. Field trips, assemblies, Character Education/Second Steps, cross grade level "buddies", Art Docent Program, Student Government activities (grades 6-8), are a few examples of the immediate and extended community interactions currently in place. The Newcastle Charter School campus is well regarded and works in partnerships with community groups wishing to use school facilities to enhance the out-of-school activities for students, including sports, Boy Scouts, Girl Scouts, performance theater arts and other civic activities, to further extend the learning days of our students. It is a hub for youth groups, sports activities and civic organizations.

The Independent Study program's structure begins with the Student Master Agreement, which outlines the personalization, expectations and responsibilities of each arm of the teacher/parent/student team (TPS). Student progress is documented throughout the year via the

Student Learning and Attendance Report and Student Portfolios. The school year is divided into two semesters, each having five learning record periods. The TPS team is responsible for completing the Student Learning and Attendance Reports for each learning record period and Student Portfolios for each semester, as specified in the student's Master Agreement, constituting a record of the student's attendance.

A typical 20-day learning record for a TK-12 independent study student will look like:

- A project or set of problem assignments based upon California Academic Content Standards
- A selection of resources, experts and necessary skills
- Scaffolding assignments to assist students accessing content and learning skills
- Public demonstration of solutions or products
- Performance Based Assessment by teacher, student, peers and guests using a system of Standards Based Rubrics
- Student assessment of self, their process and their product
- A process which encourages student driven inquiry

Instructional Time and Standards

Students enrolled in the Newcastle Charter School will meet and work the same number of instructional minutes as required by Education Code Section 4761.5(a)(1). Students in both the classroom/site-based program and Independent Study/Home School program will be provided, as a minimum, with the same instructional materials and access to resources as all other students in the school. Facilities and equipment, currently available in the District, will be scheduled to be used by Newcastle Charter School Classroom/Site-Based programs, students and staff. Independent Study/Home School students will be provided with appropriate equipment and supplies as identified by the Supervising Teacher.

Partnership for Success

Parents who enroll their children in the school accept responsibility for their children's education and become partners with the staff in the students' achievement of academic goals. Parents, students and teachers will sign an annual agreement which ensures this partnership, which is required to meet the content standards and 21st Century Skills at each grade level within the school.

How Learning Best Occurs

Newcastle Charter School believes learning best occurs when a variety of modes and methods of instruction are implemented, holding all students to high academic and behavioral standards. Through CCSS, inquiry-based and adopted curriculum, students are embraced at their current level and supported through mastery of concepts and skills. Parents/guardians enroll their students at Newcastle Charter School for its foundational beliefs that learning best occurs when:

- Each student's diverse learning styles, backgrounds, and needs are considered in the instruction process.
- Students experience tasks that challenge them and require perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement.

- Students are actively engaged in learning experiences that are integrated across curriculum areas and are meaningful within the context of their present and future lives.
- Students are engaged in real-life studies, exposed to experts and work on authentic projects through various experiences.
- Learning opportunities provide information to ponder, experiment with, and time to assimilate.
- Learning opportunities include a variety of environments including outdoor, home, global/virtual, and in the community.
- Student discipline practices are based on positive discipline philosophies, fostering kindness and respect for all while holding each student to a high standard of integrity and ethics.
- Parents/guardians and family are an integral part of a pupil's education.
- Learning and real-life experiences are considered teaching and learning tools (projects, communication and performance).
- The relationship between student and teacher is based on trust, mutual respect and the facilitation of problem solving.
- The relationship between students is fostered through character education and focuses on mutual support and cooperation to reach common goals.
- Technology serves to further the inquiry and knowledge of content area studies rather than as an end objective itself.
- The environment is supportive, caring, and safe.

Students to Be Served

Located in the rural foothill community of the Sierras, Newcastle Charter School surrounds students with the resources best suited for their individual academic needs. Newcastle Charter School's programs accept all students, as space allows, in the grades it serves who have completed the requisite paperwork. This is including but not limited to the Student Master Agreement for Independent Study options, allowing individuals a unique, focused learning experience. Independent Study students of Newcastle Charter School are those who seek an alternative to traditional site-based education, flexibility in scheduling and personalization in educational offerings, focus on 21st century skills, and will continue to reflect the diversity of our region. For those students looking for a traditional classroom based approach, our Newcastle Charter School program is ideal for their needs.

Demographics

The data below represents demographics reported for Newcastle Charter School. This information is taken from the most recent published documents available from the California Department of Education website.

DEMOGRAPHIC COMPARISONS BASED ON CDE INFO FOR 2015/16 SCHOOL YEARS

PLACER COUNTY	NEWCASTLE Elementary School District	NES
Total Enrollment	146	304
American Indian/Native Amer.	1.4%	0.4%
Black/African American	0%	1.1%
Asian	0.7%	0.4%
Hispanic or Latino	13.5%	3.9%
Pacific Islander	0%	0.0%
White	76.6%	85.9%
Multi-Racial	5.7%	5.3%
English Learners	12.8%	0.7%
Special Education/504's	6.4%	6%

Newcastle Charter School's demographics reflect that the majority of the school's population is comprised of English speaking, Caucasian students. Newcastle Charter School appreciates and supports the positive impact that a diverse population has on students and educational outcomes. Understanding this need to serve all students regardless of background, Newcastle Charter School will conduct the following outreach strategies on an ongoing basis to ensure information regarding its programs reach the region's diverse populations each year

- Establish media outlets to engage parents and students with the school's various programs
- Distribute outreach materials at gathering places such as the Boys and Girls Club, local libraries, farmer's markets, community activities in both around Placer County and the Placer County Health and Human Services Office
- Provide outreach materials and conduct presentations at service organizations such as Rotary, Elks, Soroptimist, and Lions Clubs, Assistance League of Greater Placer, and The Latino Leadership Council
- Provide messaging to local media outlets

Growth

Newcastle Charter School acknowledges that to sustain a financially viable program, it must maintain a steady enrollment growth pattern in the next five years. Due to consistently strong interest at the primary grades, as evidenced by consecutive enrollment lotteries and full classes for the last two (2) years, enrollment for all grade levels is anticipated to continue at enrollment capacity or grow. The home study program allows Newcastle Charter School to accept additional students that can be served in the home environment.

Curriculum Model

The Newcastle Charter School curriculum model is designed to nurture optimal learning through a rigorous Curriculum that is tied to State Standards, inquiry and project based core curriculum, on a cooperative learning level, utilizing the collaborative education resources of teachers, students, and parents and community members.

State Standards-Based Curriculum - A high quality curriculum based on the California State Standards, including but not limited to the Common Core State Standards, as well as the Next Generation Science Standards, is used by students and teachers. Highly qualified teachers use their extensive professional knowledge to appropriately adapt curriculum materials to be accessible to all students and allow them to meet or exceed the state standards. Teachers use a variety of tools to analyze and design curriculum focus and emphasis. Intervention materials are research-based proven strategies and materials.

Social and Study Skills Development - Students at Newcastle Charter School develop social and study skills along with their academic skills such as selecting, developing, completing, self-assessment and presentation of projects. Interpersonal skills are developed through collaborative learning opportunities, physical education and enrichment programs and within the core instructional program.

Enrichment Programs - Enhancement of the State Standards is provided for Newcastle Charter School students through the Newcastle Charter School Enrichment Programs. The optional programs enhance students' educational experiences in the areas of visual and performing arts, physical education, technology, civics, STEM and other relevant areas. Enrichment activities are developed based upon student and parent interest.

All parent and community volunteers and vendors undergo Live Scan fingerprinting and tuberculosis clearance to ensure the safety of Newcastle Charter School students.

Core Curriculum and Implementation - Newcastle Charter School provides differentiated instruction. Newcastle Charter School's curriculum can be differentiated based on student need to meet demands for increased rigor or remediation of skills or content. Students are identified for targeted intervention based on a variety of information including but not limited to I.E.P, standardized testing results (CELDT, CAASPP, Renaissance Learning, etc.), past academic performance, parent reports, teacher observation and instructional assessments. Once a student is identified to receive additional support, either with remediation or advanced skill development, the Student Intervention Team will be assembled to create the most effective solution for the student.

TK-8 Language Arts Core Curriculum - Prepares students to meet the Common Core State Standards demands. The curriculum may include textbooks such as Benchmark or Springboard, Handwriting Without Tears, and curriculum components developed using guidelines from the Common Core State Standards. These curricula, combined with a literary rich environment, assist students in reading, writing and interpreting literature in preparation for the demands of high school and beyond. Students in each grade level will complete periodic embedded standards based benchmark assessments to determine proficiency and target areas.

TK-8 Math Core Curriculum - Relies on benchmark assessment sources from the Common Core State Standards and focuses on individual standards and global application of the standards. Students are assessed to measure standards mastered for each grade level. The program may incorporate Go Math and College Preparatory Mathematics elementary curriculum along with various online mathematic study supplement resources. Students have access to a variety of student-centered activities that supplement the learning environment. The standards-based assignments allow students to focus on a combination of interest and ability levels, ensuring that the work promotes proficiency in the core subject area.

TK-8 Science Core Curriculum - Spans TK through Grade 8, with students having access to a variety of science programs, which may include digital, video and print curriculum sources focusing on the Next Generation Science Standards. Students have access to a variety of experiential science activities in earth science, life science, chemistry, space and weather science, physical science and STEM activities. Students in each grade level will complete periodic embedded assessments to determine proficiency and target areas.

TK-8 Social Studies/History Core Curriculum - May include online, video and print curriculum sources such as TCI, Pearson-Scott Foresman, McGraw-Hill, Harcourt and Prentice Hall, focusing on the State Content Standards. Students engage in interactive, small group and whole group activities, and projects, which bring personal relevance, engagement, and meaning to the curriculum.

Foreign Language – In TK-8, foreign language instruction is provided by a credentialed teacher. Foreign language is also supported through the use of online software. Students will use language as a tool to engage the global community, allowing exposure to cultures other than their own, and in some cases, augmenting their current understanding of the language.

Fine Arts - Students engage in fine arts activities, including music class, integrated as a complement to core curriculum instruction, and through Enrichment Programs.

Physical Education - Instruction is guided according to California's physical education standards, PE Program, and The President's Challenge, incorporating elements into instruction, recesses, and students' personal endeavors. Students in grades 5, 7, and 9 will complete the California physical fitness assessment in the spring of each year. TK-8 students are able to participate in small group classes spanning various PE disciplines, nutrition and health. The Newcastle Charter School P.E. Program uses elements outlined in the California standards for physical education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle.

21st Century Skills - An area of focus as we develop strategies to ensure every child's success as citizens, communicators, collaborators and workers in the 21st century. Staff members use a variety of tools to enable students to achieve mastery in core subjects, be critical thinkers (inquire), problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, nationally/globally competent, and environmentally literate. They engage in guided and independent student chosen activities woven throughout the curriculum, which embed the academic core with the application of the arts, literacy, sciences, mathematics, and technology. Students engage in teacher directed activities integrated as a complement to core curriculum instruction and also have the option to participate in enrichment activities through Newcastle Charter School.

Transitional Kindergarten Program

Newcastle Charter School offers a Transitional Kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Newcastle Charter adheres to education code 48000, which is aligned to the California Preschool Learning Foundations. Newcastle Charter School adheres to education code 37202, with the number of instructional minutes matching the existing minutes of the kindergarten program. Transitional Kindergarten teachers meet the new requirements set forth by Senate Bill 876 which adds additional requirements to education code 48000(g) regarding extra early childhood education units.

9-12 Education – Newcastle Charter School is committed to offering both a general education and a challenging; college preparatory curriculum that engages and meets student needs, Newcastle Charter School offers academic core and required elective courses. All course eligibility and transferability information will be available to students and parents in a course catalog. Newcastle Charter School offers a selection of class sections that fulfill all Placer Union High School Graduation requirements. In addition, University of California “A-G” subject requirements, including but not limited to: English, Math, Science, Social Science, Other/Elective, English 9, Algebra I, Health, Geography, Spanish I, II, III, IV, V, English 10, Geometry, Biology, World History, Drawing & Painting, English 11, Algebra II/Trig, Chemistry, US History, Photography, English 12, Intro. Analysis, Physics, US Gov/Econ, Video Film, Calculus A/B, Art History, Statistics, Psychology will be offered as the need arises.

Newcastle Charter School reserves the right to modify, add to or delete these courses in order to serve their students more effectively, and comply with state and university requirements.

Special Needs

Interventions - It is the full intention of the school to serve the academic needs of all of its students. The ultimate goal of the school is to have 100% of the student body performing at or above the statewide target (met and exceeded) as measured by CAASPP testing as well as demonstrating proficiency in 21st Century Skills.

Academically Low Achieving Students – Newcastle Charter School takes a systematic approach to closing the achievement gap for low performing students. Students at academic risk are identified, targeted for additional resources, and tracked for progress through the use of the results of the state CAASPP assessments, school-issued diagnostic assessments, benchmark assessments, CELDT, publisher tests, software assessments, and content area exams, among others.

Students requiring further modifications other than additional instruction and re-teaching will be identified through the Student Intervention Team (“SIT”) process in order to ensure a systematic, problem-solving approach to assist students with concerns that are interfering with success. Many students can benefit from an SIT, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues or language issues. After implementation of an SIT plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SIT. Students participating in an SIT plan undergo regular assessment and are supported through the process of entering their grade’s mainstream activities in a personalized manner.

Newcastle Charter School student intervention services include small group instruction, additional instruction from specialists (e.g., Resource teacher, speech or RSP resources) instructional assistants and cross age tutoring, targeted to the individual student’s identified needs.

Newcastle Charter School recognizes the importance of the home/school connection in implementing academic interventions. It is Newcastle Charter School’s goal that families understand benchmarks for the identified at-risk student as well as due process before a student is considered for retention. Retention policies and procedures will be aligned with those of the Newcastle Elementary School District.

Academically High Achieving/Ability Students - Differentiated instruction creates opportunities for all students to be engaged at their ability level. Teachers use projects, performance, cooperative grouping, and individual contracts to continually meet the academically high achiever's needs. Newcastle Charter School utilizes the teacher/student/ parent/community team to seek and cultivate opportunities within the school as well as in the greater community to further meet these needs. In addition, Newcastle Charter School TK-8 students have the option to participate in collaborative activities and shared learning experiences within the Newcastle Elementary School District G.A.T.E. program.

English Language Learners - Newcastle Charter School is committed to all students, including English Learners (EL) and will meet all applicable legal requirements for ELL as they pertain to annual notification to parents, student identification, placement program options, EL and core content instruction, teacher qualifications, and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Newcastle Charter School implements policies and procedures to assure proper placement, evaluation, and communication regarding the rights of EL students and parents.

Home Language Survey – Newcastle Charter School will administer the home language survey as part of the enrollment process upon the student's initial enrollment.

California English Language Development Test Testing - All students who indicate that their home language is other than English will be California English Language Development ("CELDT") tested within thirty days of the initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31 until re-designation as fluent English proficient. Newcastle Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT will be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

Reclassification Procedures - Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for EL Instruction and Intervention – English Learners have full access to Newcastle Charter School's educational program and are supported to achieve English Language proficiency. All Newcastle Charter School teachers place an emphasis on differentiated instruction to meet the needs of the EL population based on academic language readiness. The cooperative learning model also offers students at the school the opportunity to learn and teach strategies regarding the curriculum to each other. This powerful tool enables students the opportunity to increase their academic skills in a safe environment, while also building learning skills. Beyond that, EL students are provided with supplementary materials to create extensions and scaffolding to the curriculum for better understanding of the materials.

Monitoring and Evaluation of Program Effectiveness - The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Special Education

Overview

The Newcastle Charter School will comply with all applicable provisions of the Individuals with Disabilities Act (IDEA) and other federal and state laws concerning children with disabilities. The School will work to ensure that each student's special education needs are being met as outlined in the student's IEP (Individualized Education Program), and in accordance with applicable laws. The school will work with appropriate staff to provide special education services to students, and to identify and refer students as needed for such services, using current district staff and protocols already in place within the district. More information on Special Education is found in Section D

Section 504 of the Rehabilitation Act:

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the

student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under the IDEA

The District shall be designated the Local Educational Agency ("LEA") serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the

requirements of the Local Plan for Special Education and to District policies. As a public school of the District, under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

Newcastle Charter School is committed to high levels of academic success for all students, including students with disabilities, and will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504) the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEA). Newcastle Charter School will follow the Placer County SELPA policies and procedures and will use Placer County SEPLA forms in seeking out, identifying and serving students who may qualify for special education programs and services, for responding to record requests and maintaining confidentiality of pupil records. Newcastle Charter School shall remain in compliance with the IDEA, Section 504, and the ADA. The facilities to be utilized by Newcastle Charter School shall be accessible for all students with disabilities.

ELEMENTS TWO & THREE

MEASURABLE STUDENT OUTCOMES & METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Newcastle Charter School's outcomes are aligned with the mission, curriculum and assessment of the school and are designed to help all students achieve a high level of academic success appropriate to grade level and proficiency, and become contributing citizens within their respective neighborhood and global communities. Objectively, students attending Newcastle Charter School will continue to demonstrate proficiency in core academic, organizational, and 21st Century learning skills as identified by the 21st Century Partnership, which are appropriate to age and grade level mastery and which have been developed to align with the California Common Core Standards for Language Arts and Math, and the California State Content Standards for Social Science, and the Next Generation Science Standards.

Newcastle Charter School will continue to meet all statewide standards and conduct all required state mandated student assessments as required by the Charter Schools Act. This includes CAASPP, CELDT and any other requirements of state and federal accountability systems, as applicable to charter schools. Teachers also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. Progress is discussed on a regular basis with parents and students.

Measurable student outcomes (goals and objectives) for each student will be commensurate with student outcomes for all other California like schools. Students in Newcastle Charter School will demonstrate proficiency within the core academic skills which are appropriate to age and grade level mastery and which have been developed to align with the CCCSS for Language Arts, Math, Social Science, and Science embedded with appropriate 21st Century Skills/Standards. Grade level performance, corresponding to the level of proficiency expected of all students in the District will be expected.

Newcastle Charter School outcomes are aligned with the mission, curriculum and assessment of the District and are designed to help all students achieve a high level of academic success appropriate to grade level and proficiency, and become contributing citizens within their respective neighborhood and global communities.

Newcastle Charter School will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation. This includes graduation requirements for 9-12 Independent Study, and any other requirements of A – G if appropriate. Classroom teachers also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. Progress will be discussed on a regular basis with parents and students.

GOAL 1-Proficiency in English/Language Arts

Students meet or exceed grade level state content standards TK-8, the measures of which are set forth in Element Three (3), below. Students will demonstrate their ability to communicate effectively through reading, writing, listening, speaking and presentation using multiple forms of expression (i.e., written, oral, and multimedia). Communication skills will be appropriate to the setting and audience. Students will read and interpret information from a variety of sources to gain useful and applicable knowledge as measured by CAASPP and education specialist assessments including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. .

GOAL 2 – Proficiency in Mathematics

Students will meet or exceed grade level state content standards TK-8, the measures of which are set forth in Element Three (3), below, demonstrating their ability to reason logically, calculate and solve problems with clarity and precision by applying mathematical principles and operations, as measured by CAASP and teacher assessments including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. Skill areas will include those within arithmetic, algebra, geometry, personal finance, and/or other mathematical subjects and will be aligned with the state content standards.

GOAL 3 - Proficiency in History-Social Science

Students will meet or exceed grade level state content standards TK-8, the measures of which are set forth in Element Three (3), below. Student’s skills, measured by CAASPP, performance, portfolio, project rubrics and teacher assessments, will include an understanding of civic, historical and geographical knowledge and how it relates to their roles as meaningful citizens in the national/global community by:

- Identifying relationships between past and present events, situations, diverse peoples, governments, finances and world politics.
- Drawing conclusions about the future using evidence from the past.
- Applying physical and cultural geography to his/her understanding of diverse societies.
- Identifying the founding principles, structures, operations, and relationships of the government of the United States. Identifying community and community relationships

GOAL 4 – Proficiency in Science

Students will meet or exceed grade level content standards TK-8. Students will utilize scientific research inquiry, communication, collaboration, creativity and innovation and critical thinking, the scientific method and problem solving, appropriate to grade level, to understand and apply the major concepts underlying various branches of science, including physics, chemistry, biology, astronomy, and earth portfolios, exhibitions, tests, benchmark assessments and exams.

GOAL 5 -- Life Skills

Students will demonstrate their ability to sufficiently understand and function in the world around them and knowledge of the following with:

- Their personal involvement/interaction in the local and greater community
- Their personal consciousness to the environment
- Their personal role as a selective (environmental and material) consumer
- The importance of physical fitness and healthy lifestyles
- Their competent use of technology in the pursuits of life
- Their participation in the modern world and appreciation for the diversity of all people.
- Their willingness and ability to be a responsible citizen.

GOAL 6 Visual & Performing Arts, Community Service & Special Interests

Visual and Performing Arts (VAPA) will be an avenue for students to engage art in a variety of mediums, coupling the application of art with practical and historical perspectives. Students will engage in VAPA activities integrated as a complement to core curriculum instruction and may also participate in fine arts enrichment activities through differentiated instruction and the extended day program. TK-5 will also have music, including rhythm and movement as a part of their core curriculum. 6-8 grade students will have opportunities through their multi-media instruction, special programs and differentiated instruction. Students will have opportunities to participate in small classes and local and global competitions, with access to music, art and drama instruction to develop an appreciation for the arts. At all grade levels, assessments are based on effort, willingness to take creative risks, and active participation in the artistic process. The process of creating is given priority over the product. Students will cultivate their special interests, talents and abilities by integrating opportunities within the community.

GOAL 7 -- Physical Education

Students will be physically fit, nutritionally aware and develop healthy habits that will last a lifetime, making healthy and active lifestyle choices as guided by the California Physical Education and Health Frameworks (instruction will utilize Project Fit America and The President's Challenge) incorporating elements into on site instruction, recesses Newcastle Enrichment Program classes and students' personal endeavors. Students in grades 5 and 7 will complete the physical fitness assessment through the State of California in the spring of each year. The Charter School and Newcastle Enrichment Program use elements outlined in the California standards for physical education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle. Additionally, the curriculum and education program will meet state standards.

GOAL 8 – 21st Century Skills

This is a District-wide area of emphasis as we develop strategies to ensure every child's success as citizens, communicators, collaborators and workers in the 21st century. Schools will use a variety of tools to enable students to achieve mastery in core subjects, be critical thinkers, problem solvers, effective communicators, capable collaborators, information and technology literate, flexible and adaptable, innovative and creative, and nationally/globally competent, and environmentally literate.

They will engage in guided and independent student chosen activities, which embed the academic core with the application of the arts, literacy, sciences, mathematics, and technology. Students will engage teacher directed activities integrated as a complement to core curriculum instruction and will also participate in independent study and enrichment activities. At all grade levels, assessments will be imbedded into all projects, and activities and will be based upon the National Technology Standards and performance skills identified in the areas of 21st Century Themes, Learning and Innovation, Information-Media-Technology, and Life and Career Skills.

For Grades TK-12 Independent Study, students will meet the following overall outcomes:

Proficiency in the school's Expected School-Wide Learning Results (ESLRs)

TK-12: Technology Literacy - Students will acquire computer skills, technical knowledge and the ability to learn and adapt to new technologies, as well as using technology to complete tasks and to improve job performance.

TK-12: Citizenship and Work Ethic - Students will purposely contribute to their community and conscientiously do what they know is right, even when it is not the easiest choice.

TK-12: Critical Thinking - Students will employ critical thinking and problem-solving skills, which will aid in creating solutions on the job. Students will be able to think analytically and creatively, use logical reasoning and interpret information. Students will apply skills such as numerical estimation, measurement, calculation, and evaluation to solve problems.

9-12: Career Preparation - In order to prepare for a career, students will learn responsibility, self-discipline and time management. Honesty and personal integrity are also expected on any job. In addition, it is important to have a good understanding of career paths and how to find jobs in a chosen field. Students will develop a career plan that describes your goals and plan of action. In order to develop a career plan, students will need to compile information about themselves, information about requirements for education or training and information about the job market.

TK-12: Collaboration – Students will be able to work as part of a team. They will be able to work cooperatively with people of different ages and cultural backgrounds. When working with others, students will understand how to resolve conflicts, negotiate, share responsibilities, accept supervision and assume leadership roles.

TK-12: Written Communication - Strong written communication skills are important in school, in the job search, and finally in most jobs. Students will be able to read and write effectively. Effective writing means that a student can organize information, clearly present their own ideas, write with their audience in mind and use correct grammar and spelling.

TK-12: Oral Communication- Oral communication skills are very useful in school and are of importance when entering and advancing in a career. Students will present information and ideas effectively.

TK-12: Curricular Literacy - In addition to the life skills outlined above, the State of California and Newcastle Charter School have identified key knowledge that students should have when they graduate from high school. Academic coursework is designed to provide the educational foundations that will foster informed perspectives and a level of cultural literacy sufficient for success beyond high school.

Mastery of California Academic CCCSS in the four core academic subjects as measured by CAASPP and academic grades.

TK-12: Core Area 1 - English Language Arts—Students will demonstrate a “extension” of their reading, writing, written and oral English language conventions, speaking and listening skills as outlined in the CCCSS for English/Language Arts.

TK-12: Core Area 2 - History/Social Science—Students will understand the foundation of democratic principles, historical, cultural, and economic knowledge in order to serve as citizens in today’s diverse world as outlined in the CCCSS for History/Social Science.

TK-12: Core Area 3 - Mathematics—Students will demonstrate their knowledge of basic skills, conceptual understanding, problem-solving, and logical reasoning as these concepts apply to the mathematical skills as outlined in the CCCSS for Mathematics.

TK-12: Core Area 4 - Science—Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physical, life, earth, and environmental sciences as outlined in the NGSS.

Graduation Rate: A minimum graduation rate of 90 percent based on Definition by Placer High School Union School standards. (High School Only)

Attendance Goal: A minimum average student attendance rate of 98 percent. (High School Only)

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students who are Hispanic or Latino. The metrics associated with these goals help the Charter School to ensure that this specific subgroup is making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School’s goals are listed below, along with the specific metrics that are used to monitor progress toward achieving these goals.

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teacher Credentialing and 100% of core teachers will be properly assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization. Newcastle Elementary School District Superintendent will annually review credential status of teachers.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teacher Credentialing and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing. CALPADS Report. Annual publication of School Accountability Report Card.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to CCCSS-aligned materials and additional instructional materials as outlined in our charter.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to California Common Core Standards.
MEASURABLE OUTCOME	100% of pupils will have access to CCCSS-aligned materials.
METHODS OF MEASUREMENT	Principal and administrative review of all instructional materials prior to purchase.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure an inviting, clean and safe facility that is in good repair.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness. Annual facility inspections will screen for safety hazards. Daily cleanliness spot checks will be performed.
MEASURABLE OUTCOME	Annually, 90% of Facility Inspection checklists will be in compliance/good standing. Annually, 100% of identified "Required Corrections" will be corrected within three months.

METHODS OF MEASUREMENT	Annual Facility Inspection Reports Facility Work Request Records Accident Reports
STATE PRIORITY #2— IMPLEMENTATION OF CALIFORNIA COMMON CORE STATE STANDARDS	
<i>Implementation of California Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School has implemented CCCSS and 100% of teachers will participate in annual professional development on the implementation of CCCSS.
ACTIONS TO ACHIEVE GOAL	Identify and participate in professional development and trainings on the CCCSS.
MEASURABLE OUTCOME	The Charter School has implemented CCCSS and 100% of teachers will participate in at least 6 hours of professional development centered around CCCSS implementation and curriculum annually.
METHODS OF MEASUREMENT	Review of curriculum to ensure alignment to CCCSS. Professional development calendars and rosters.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in ELA/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	100% of EL students will gain academic content knowledge through the implementation of the CCCSS annually.
METHODS OF MEASUREMENT	EL student performance on CAASPP assessment. CELDT/ELPAC assessments. ELD folder. Annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in ELA/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to support EL students and ELD curriculum.
MEASURABLE OUTCOME	100% of EL students will reach English language proficiency within four years of initial placement through the implementation of the ELD curriculum and related instructional strategies.

METHODS OF MEASUREMENT	CELDT/ELPAC assessments. ELD folder. Reclassification documents.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on Newcastle Charter School's Site Council
ACTIONS TO ACHIEVE GOAL	Site Administrator annually recruits Charter parents to serve on Site Council.
MEASURABLE OUTCOME	Annually, the School Site Council will have, at a minimum, two parent members from Newcastle Charter School.
METHODS OF MEASUREMENT	School Site Council meeting agendas and minutes.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Promote parent involvement opportunities through various school volunteer options and/or committee participation
ACTIONS TO ACHIEVE GOAL	The school will promote parent involvement options including the Parent Teacher Organization, School Site Council, Safety Committee and volunteers.
MEASURABLE OUTCOME	Annual committees will have all parent positions filled and volunteers will work with teachers on a regular basis.
METHODS OF MEASUREMENT	Committee Meeting Minutes and agendas Volunteer Sign In Sheets
SUBPRIORITY C –PROMOTING PARENT COMMUNICATION	
GOAL TO ACHIEVE SUBPRIORITY	Build capability to communicate with families through the school website, social media, email, text messages, and other forms of communication, and solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Improve school systems to manage effective and on-going communication with families through the website, email, text messages, and other forms of communications. Annually, Newcastle Charter School administration will conduct school satisfaction surveys to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the School Site Council for discussion and implementation.

MEASURABLE OUTCOME	Weekly, the website will be updated with current information regarding school events, community happenings, and other important information. Annually, 70% of parents/guardians that respond to the Parent Satisfaction Survey will say they are satisfied or highly satisfied with communications at Newcastle Charter School.
METHODS OF MEASUREMENT	Parent Satisfaction Survey Website weekly updates School meetings
SUBPRIORITY D - COMMUNITY EVENTS	
GOAL TO ACHIEVE SUBPRIORITY	Newcastle Charter School will co-sponsor at least two community events annually in conjunction with the Newcastle Charter School Parent Teacher Organizations.
ACTIONS TO ACHIEVE GOAL	Newcastle Charter School administration will meet with PTC Committee to identify opportunities and events to create and grow a community on campus.
MEASURABLE OUTCOME	At least two community events will be held throughout the academic year.
METHODS OF MEASUREMENT	School calendars. PTC calendars.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> D. <i>EL reclassification rate</i> E. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> F. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	3% increase in the number of students at every applicable grade level, including all student subgroups, will meet or exceed standards on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

ACTIONS TO ACHIEVE GOAL	<p>Instruction conducive to student learning. Adequate learning environments. Appropriate CCCSS-aligned instructional materials/resources. Implementation of a reading intervention program to assist at-risk students. Use of instructional technology in the areas of Language Arts/Literacy and Mathematics. Adoption of new ELA curriculum with intensive professional development for implementation.</p>
MEASURABLE OUTCOME	An annual increase of 3% of students at every applicable grade level, including all student subgroups, will meet or exceed standards on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
METHODS OF MEASUREMENT	CAASPP Score Reports
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	A 3% increase of students, including all student subgroups, will meet the annual Growth Target.
ACTIONS TO ACHIEVE GOAL	Instructional strategies will incorporate testing strategies in preparation for the CAASPP assessment.
MEASURABLE OUTCOME	An increase of 3% of students, including all student subgroups, will meet the annual Growth Target.
METHODS OF MEASUREMENT	CAASPP Score Reports.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	70% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which will include 1-on-1 support, small group work, and usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	Annually, 70% of EL students will advance at least on performance level per the CELDT/ELPAC.
METHODS OF MEASUREMENT	<p>CELDT/ELPAC Score Reports EL Reclassification documentation ELD folder Annual report cards</p>
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	At least 10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.

ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which will include 1-on-1 support, small group work, and usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	At least 10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports CAASPP Score Reports Reclassification documentation
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Newcastle Charter School will maintain a 98% ADA rate.
ACTIONS TO ACHIEVE GOAL	Newcastle Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
MEASURABLE OUTCOME	ADA will be at least 98%.
METHODS OF MEASUREMENT	Monthly, quarterly, annual ADA reports Periodic attendance updates to families.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	80% of students will not have more than three unexcused absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in the Attendance and Truancy Policy.
MEASURABLE OUTCOME	80% of students will have fewer than three unexcused absences per academic year.
METHODS OF MEASUREMENT	Aeries attendance reports. Periodic attendance updates to families.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Newcastle Charter School will retain and promote 90% of 7 th and 8 th grade students.
ACTIONS TO ACHIEVE GOAL	Newcastle Charter School will offer an academically engaging learning environment for all its students, including members of all various subgroups.

MEASURABLE OUTCOME	90% of the 7 th and 8 th grade students will be comprised of students who enrolled at Newcastle Charter School the prior academic year.
METHODS OF MEASUREMENT	Student re-enrollment documentation. CALPADS.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Newcastle Charter School will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Positive Behavior Intervention Supports (PBIS) program which outlines our student discipline and behavior approach. Charter School administration will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Less than 1% of enrolled students will be suspended annually.
METHODS OF MEASUREMENT	CALPADS Report 7.1 Discipline Incidents Annual School Report Card
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Newcastle Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Positive Behavior Intervention Supports program which outlines our student discipline and behavior approach. Charter School administration will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Less than 1% of enrolled students will be expelled annually.
METHODS OF MEASUREMENT	CALPADS Report 7.1 Discipline Incidents Annual School Report Card
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Newcastle Charter School students and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly Fire Drill and biannual Earthquake, Lockdown, and other safety drills.

MEASURABLE OUTCOME	100% of staff will participate in School Safety training annually. Students will participate in at least eight safety drills.
METHODS OF MEASUREMENT	Professional development calendar and agenda Annual drill calendar/log
SUBPRIORITY D – COMMUNITY EVENTS	
GOAL TO ACHIEVE SUBPRIORITY	Newcastle Charter School will co-sponsor at least two community events annually in conjunction with the Newcastle Charter School Parent Teacher Committee and Site Council.
ACTIONS TO ACHIEVE GOAL	Newcastle Charter School administration will meet with PTC Committees to identify opportunities and events to create and nurture a community on campus.
MEASURABLE OUTCOME	At least two community events will be held throughout the academic year.
METHODS OF MEASUREMENT	School calendars. PTC calendars.
SUBPRIORITY E – SENSE OF COMMUNITY	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents, and staff will feel a sense of community.
ACTIONS TO ACHIEVE GOAL	Students will actively participate in PBIS activities throughout the school year. Newcastle Charter School administration will devise and administer satisfaction surveys to parents, students, and staff annually. A variety of fun and engaging co-curricular and multi-grade level opportunities will further enhance students' sense of community.
MEASURABLE OUTCOME	Annually, at least 80% of students and families will be retained. Enrollment waiting lists will be comprised of at least 20 families wishing to enroll in Newcastle Charter School.
METHODS OF MEASUREMENT	Parent, student, and staff satisfaction surveys Annual re-enrollment documentation Enrollment waiting lists

<p><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>"Broad course of study" includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Newcastle Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's charter.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>All academic content areas will be available to all students, including student subgroups, at all grade levels.</p>
<p>MEASURABLE OUTCOME</p>	<p>Annually, 100% Of Newcastle Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subject areas available.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Student, teacher, course, and grade level schedules</p>
<p><u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u></p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
<p>SUBPRIORITY A – ENGLISH</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>All students participate in instructional strategies implemented throughout Reading/Writing and including: small group work, 1-on-1 conferencing, reading intervention.</p> <p>Speaking skills will be included to present information, narrative and response to literature.</p> <p>Consultation with the Student Intervention-Team and collaboration with colleagues to support student-learning goals.</p>
<p>MEASURABLE OUTCOME</p>	<p>Annually, 85% of students in Transitional Kindergarten through 12th grade will progress at least one grade/skill level each academic year, as evidenced by the school identified assessment tool and English/Language Arts benchmark assessments.</p> <p>Annually, students in 3rd through 8th grade, including all student subgroups, unduplicated students, and students with exceptional needs, will increase by 3% or exceed standards on the CAASPP statewide assessment in the areas of English/Language Arts.</p>

METHODS OF MEASUREMENT	School Identified Assessment Tool Benchmark Assessments Teacher Observation Pre and post tests Published writing Oral presentations CAASPP Assessment
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students, including all student subgroups, will participate in daily Math instruction and curriculum. Instructional strategies implemented in Math will include: focused and designed instruction, spiraling curriculum, small work group, 1-on-1 assistance, peer tutorial support. Consultation with the Student Intervention Team and collaboration with colleagues to support student-learning goals.
MEASURABLE OUTCOME	Annually, 85% of students in transitional kindergarten through 8 th grade will progress at least one grade/skill level each academic year, as evidenced by the school identified assessment tool and Mathematics benchmark assessments. Annually, students in 3 rd through 12 th grade, including all student subgroups, unduplicated students, and students with exceptional needs, will increase at least 3% or higher on the CAASPP statewide assessment in the areas of Mathematics.
METHODS OF MEASUREMENT	School Identified Assessment Tool Benchmark Assessments Teacher Observation Pre and post tests CAASPP Assessment
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Social Studies.

ACTIONS TO ACHIEVE GOAL	<p>All students, including all student subgroups, will participate in daily Social Studies instruction and curriculum that blends American history, world history, government, geography and economics using the CA History-Social Science Content Standards (or presently approved State Standards).</p> <p>Instructional strategies implemented in Social Studies will include: focused and designed instruction, non-fiction and historical fiction texts, research projects and presentations, computer-based research, field trip experiences, debates, hands-on projects.</p> <p>Consultation with the Student Intervention Team and collaboration with colleagues to support student-learning goals.</p>
MEASURABLE OUTCOME	<p>Annually, students in Transitional Kindergarten through 12th grade will increase by 3% at least demonstrating proficiency in Social Sciences through formal assessment.</p>
METHODS OF MEASUREMENT	<p>Pre and post tests Teacher Observation End of unit quizzes Essay exams Presentations Project Rubrics</p>
SUBPRIORITY D -- SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Science.</p>
ACTIONS TO ACHIEVE GOAL	<p>All students, including all student subgroups, will participate in daily Science instruction and curriculum that blends life, earth and space, and physical sciences using the NGSS.</p> <p>Utilizing an inquiry-based approach, students will develop an understanding of science and engineering practices.</p> <p>Instructional strategies implemented in Science will include: inquiry-based instruction, gathering and analyzing data, research projects and presentations, hands-on learning, integrating skills and concepts.</p> <p>Consultation with the Student Intervention Team and collaboration with colleagues to support student-learning goals.</p>
MEASURABLE OUTCOME	<p>Annually, students in Transitional Kindergarten through 12th grade will increase by at least 3% demonstrating proficiency in Science through formal assessment.</p>
METHODS OF MEASUREMENT	<p>Pre and post tests Teacher Observation End of unit quizzes Essay exams Presentations Project Rubrics Lab Reports</p>

SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills in Visual and Performing Arts.
ACTIONS TO ACHIEVE GOAL	Students will gather grade-level appropriate knowledge and skills as put forth in the content standards in the areas of artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications.
MEASURABLE OUTCOME	Annually, 98% of students will participate in visual and performing arts activities monthly.
METHODS OF MEASUREMENT	Educating others through plays, presentations, or the arts Teacher Observation Community Service Projects End of unit assessments Project Rubrics
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills in Physical Education.
ACTIONS TO ACHIEVE GOAL	All students, including all student subgroups, will participate in 100 minutes of Physical Education activity per week.
MEASURABLE OUTCOME	98% of students will participate 100 minutes of Physical Education activity per week.
METHODS OF MEASUREMENT	Weekly Physical Education Logs Physical Fitness Testing Grades 5,7,9 PE Grade Book
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health.
ACTIONS TO ACHIEVE GOAL	All students, including all student subgroups, will participate in unit-based Health instruction and curriculum that improves academic achievement and health literacy according to state standards.
MEASURABLE OUTCOME	95% of students will participate in health education instruction each school year.
METHODS OF MEASUREMENT	Pre and post tests End of unit quizzes Essay exams Presentations Project Rubrics
SUBPRIORITY H – OTHER SUBJECT(S) – SOCIAL RESPONSIBILITY	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate an understanding of their actions, how these affect their surroundings, and the ability to work with others.

METHODS OF MEASUREMENT

The independent study structure adopted by Newcastle Charter School effectively incorporates periodic measures of pupil outcomes through its Student Master Agreement, Student Learning Records, Attendance Reports, and Portfolios. Mandatory learning record conference attendance ensures that all arms of the education team (teacher, parent, student) are engaged, monitoring and actively supporting the student's academic goals.

Assumptions about Assessment

Our choice of methods to assess pupil progress is based on the following four beliefs about assessment:

- In order to have a complete picture of a student's growth, different types of assessments must be used. Assessments should focus on a student's growth toward proficiency of standards rather than comparing a student's performance against other students.
- There should be a close relationship between a desired student outcome and the means used to assess it.
- Assessing what students do with knowledge is as important as assessing what knowledge they have.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff and parents.
- Assessments should support continued academic improvement by individual students and continued instructional improvement by teachers.

Assessment Methods

While Newcastle Charter School believes that all students are able to achieve the required standards by graduation, not all progress at the same rate. Evaluation of that progress is based on individual abilities, interests, and talents. Based on the above beliefs and in addition to the aforementioned measurements, methods by which student progress is assessed also includes a variety of the following:

- Ongoing and periodic review of work at conferences
- Parent and teacher observation
- Current state mandated and standardized assessments
- Criterion referenced assessment aligned with the California Common Core State Standards
- Student work samples
- Student grades
- Student demonstrations
- Student projects/presentations
- Field studies
- Participation in enrichment activities

The TK-12 Independent Study/Home School Program:

The independent study structure adopted by Newcastle Charter School Independent Study/Home School Program effectively incorporates periodic measures of pupil outcomes through its Student Master Agreement, Student Learning Records, Personalized Student

Learning Plans and Attendance Report and Portfolios. Mandatory learning record conference attendance ensures that all arms of the education team (teacher, parent, student or TPS) are engaged, monitoring and actively supporting the student's academic goals.

For the Independent Study Program, we will comply with the requirement to inform parents about the transferability of our math and foreign language courses to other public high schools. We will accomplish this through parent orientation and/or meetings and through our school's accompanying student/parent handbook that will be given to each family.

For students in grades 9-12, student achievement will be assessed in all curricular areas and required projects through Newcastle Charter School's expected school-wide learning results based grade book and a variety of traditional evaluative methods. In the core curricular classes, achievement will be assessed using a variety of methods. These methods will include performance on problem-based learning assignments that includes presentations as well as subject matter achievement assessments. Students will further demonstrate mastery in their core curricular classes by earning a grade of C or better in all core curricular areas.

Student performance on standardized tests including proficiency on the CAASPP, the PSAT, the SAT, CELDT, ACT, and applicable state and federal accountability metrics will further validate student achievement. Attendance, graduation rate, and applicable state and federal accountability metrics will be assessed using the appropriate local, state and federal reporting measures. Newcastle Charter School staff and the Newcastle Elementary School District Board of Trustees will assess student achievement using these measures to determine areas for commendation and recommendations for improvement.

Newcastle Charter School is a unique program, offering general education and college preparatory courses within a collaborative and project based program. All students will complete a rigorous core curriculum, and will be expected to master the competencies resulting in a high-quality education. At minimum, students will meet standards on the CAASPP and achieve "Proficient" on school wide E.S.L.R. rubrics. Extra support, including tutoring assistance, will be provided for students with active IEP's and 504 plans, and based on individual need.

To best serve our students and community, the school will continue to examine and refine its list of student outcomes over time to reflect the school's mission and alignment to the California Common Core Standards.

Transitional Kindergarten Program

Newcastle Charter School offers a Transitional Kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Newcastle Charter School adheres to education code 48000, which is aligned to the California Preschool Learning Foundations. Newcastle Charter School adheres to education code 37202, with the number of instructional minutes matching the existing minutes of the kindergarten program. Transitional Kindergarten teachers meet the new requirements set forth by Senate Bill 876 which adds additional requirements to education code 48000(g) regarding extra early childhood education units.

Staff Development:

Newcastle Charter School staff development time will be used to improve instruction, student learning, collaboration, critical thinking/problem solving, creativity, communication, media literacy and technology use for all students.

Use and Reporting of Data

Teachers conduct academic assessments & use this information, combined with prior year assessments, as a means to more effectively support student success. Student progress assessment is available to students and parents through conferences. Information includes:

- Report cards
- Learning records
- Portfolios
- Electronic data storage
- Electronic (web based) communication
- Transcripts

ELEMENT FOUR

THE GOVERNANCE STRUCTURE OF THE CHARTER SCHOOL

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(B).

The Newcastle Charter School shall operate as a dependent, indirect (local) funded charter school under the jurisdiction and control of Newcastle Elementary School District. Newcastle Charter School will purchase all educational support and other services from the Newcastle Elementary School District including, but not limited to, Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. Newcastle Charter School and Newcastle Elementary School District will execute a Memorandum of Understanding (MOU) establishing and governing the payment of fees for the services provided by Newcastle Elementary School District. Newcastle Charter School will follow the oversight, review and evaluation policies and procedures as established by school and District policies, which will be initiated by district staff and managed collaboratively between the school and district staff. Ultimate control over Newcastle Charter School shall be vested in by the Governing Board of the Newcastle Elementary School District and/or its designee. The Newcastle Elementary School District Governing Board or its designee retains the right and authority to review, approve, revise, modify, amend or revoke any action, decision or recommendation of the Newcastle Charter School Advisory Board or Newcastle Charter School Principal.

The Newcastle Elementary School District Governing Board of Trustees, as the governing body of the Charter School, shall comply with all conflict of interest statutes governing public schools and nondiscrimination procedures in accordance with Board Policy 0410. The Board of Trustees will establish and approve all major educational and operational policies. The Newcastle Elementary School District Board will be responsible for, among other things, the following:

- The general policies of the charter school
- Approving and monitoring of the charter school's annual budget
- Receipt of funds for the operation of the charter school in accordance with the charter school laws
- Solicitation and receipt of grants and donations consistent with the mission of the charter school
- Approving the school's personnel policies and monitoring their implementation, including all hiring, dismissal and disciplinary procedures
- Ensure all provisions of Charter School Legislation will be adhered to and that the California Department of Education directives regarding Charter Schools will be followed.
- Request waivers under the Education Code
- Monitoring audit trail process
- Provision of legal services and compliance with state and federal laws
- Provision of insurance
- All other responsibilities provided for in the Education Code, other statutes or regulations, or this charter necessary to ensure the proper operation of the charter school

The Board of Trustees will operate the Charter School with the goal of creating a school of choice for students whose parents choose an academically and socially enriched 21st Century environment for their children within the Newcastle Elementary School District.

The Board of Trustees may designate the current Superintendent of the Newcastle Elementary School District to serve as administrator of the Charter School to implement the policies of the Charter School as outlined herein and to work with the teachers to oversee the day-to-day activities of the Charter School. The Newcastle Elementary School District Board will set policy, approve budget, and assure that the school maintains high academic standards.

Newcastle School District Board Responsibilities

The Newcastle Elementary School District Board of Trustees, in consultation with the Newcastle Elementary School District Superintendent and the Site Council, will also be responsible for the following activities:

- Developing the annual goals for the school and long range plans with input from the Newcastle Elementary School District Superintendent and Principal, teachers, and School Site Council.
- Receiving reports from, and providing recommendations to, the Newcastle Elementary School District Superintendent and Principal and staff.
- Assessing Newcastle Charter School goals, objectives, academic achievements/student progress, financial status, and any need for redirection
- The Newcastle Elementary School District Board is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the Charter itself. As a part of this responsibility, the board will prepare a yearly performance report of Newcastle Charter School, including assessment of the school's educational performance and its administrative and financial fitness.
- This report will also assess how well the school is fulfilling the program outlined in the charter, specifically regarding student progress.

In accordance with Board Policy 0420, the Charter School Site Council will merge with the School Site Council serving the school on which campus the Charter School is located to allow for full and complete coordination and articulation. Every effort will be made to include Charter School representation on the Site Council. The Site Council will make all recommendations for additions, deletions or modifications to this charter based upon a majority vote of the Site Council. It will also be the responsibility of the Site Council to evaluate the charter school program to determine the effectiveness and to provide continual direction for the improvement of the program. Prior to implementation of any amendment to the Charter Petition, the Newcastle Elementary School District Board of Trustees must ratify the amendment in accordance with the Charter Schools Act of 1992.

Volunteers and Parent Committees

Once a child is admitted to the Charter School, his or her family is encouraged to become actively involved in the school, including classroom volunteering, and participation in the Parents Teacher Committee (PTC). All school-site and field trip volunteers will obtain fingerprint clearance prior to working on campus or with students. The school is responsible for screening of volunteers for the protection of our students, including the completion of the Volunteer Handbook and related forms to ensure clearance of criminal background screenings. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at anytime students are present. All volunteers are subject to the requirements in the Volunteer Handbook.

Special Education Governance

The Newcastle Charter School pledges to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

The Newcastle Charter School intends to function as a public school for the purposes of providing special education and related service pursuant to Education Code Section 47641(b). The Newcastle Charter School shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding. It shall remain an arm of the district for special education purposes as required by Education Code Section 4674 1(b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

ELEMENT FIVE

EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Certificated Staff

Each certificated employee at Newcastle Charter School meets the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most classified positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the NESD Superintendent and NESD Board of Trustees.

Teachers

The skills and responsibilities of quality teachers require a unique set of skills and commitment. Newcastle Charter School recruits teaching staff that hold appropriate teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. Teachers working with English learners must possess a Bilingual Cross-cultural Language Acquisition Development certificate (“CLAD”) or equivalent.

Newcastle Charter School may also seek to hire non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher.

The key qualifications of Newcastle Charter School teachers include:

- The requisite teaching credential and demonstrated expertise within the content area and grade-level taught
- In-depth knowledge of and successful application of current teaching/learning theory to improve the success of children
- Ability to plan instructional units using developmentally appropriate instructional materials and strategies
- Ability to collaboratively plan instructional units with other teachers and specialists
- Willingness to work with parent, student, and community groups
- Belief in and have worked to implement an educational philosophy that supports 21st Century core skills and success for all students
- Enthusiasm for teaching and continued professional growth and development
- Knowledge and experience in technology integration and technology tools
- Knowledge and experience with principals and application of Positive Discipline practices

Teachers employed within the Charter School will be subject to the Newcastle Elementary School District policies and the terms of the Newcastle Elementary School District Certificated Contract Agreement with the Newcastle Teachers Association (NTA).

Classified Staff

All classified staff will possess experience and expertise appropriate for their position within Newcastle Charter School and be subject to all applicable Newcastle Elementary School District policies and District personnel practices, as well as the terms of the Newcastle Chapter CSEA Bargaining Unit #653.

Teacher's Aide

Newcastle Charter School may seek to employ non-certificated instructional assistants, aides and paraprofessionals that have demonstrated experience or expertise in the tasks required of them. Key qualifications of instructional aides and paraprofessionals include, but are not limited to:

- Competency in administering assessments
- High School Diploma or equivalent
- AA degree or 48 units or pass a local assessment of knowledge and skills in assisting in instruction
- Ability to read, write and speak English
- Technology proficiency (email, word processing, internet use)
- Ability to perform the following functions:
 - Assist students in reading, spelling, math, and other content areas
 - Use technology
 - Perform a variety of routine clerical and record keeping activities
 - Observe activities of children on the playground or during lunch
 - Prepare materials used for instruction
 - Explain lessons and activities in English and/or Spanish or other native language, depending on placement
 - Qualification suitable for other specialized duties required by placement

Key Administrative and Support Staff

Newcastle Charter School may seek to hire administrative and operational staff who have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities, as provided for school's annual budget, to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Knowledge of:

- Public school clerical operations and functions
- Proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing
- Communication skills
- General office procedures and correct use of English punctuation, spelling, and grammar
- Technology proficiency (email, word processing, internet use)

Ability to:

- Demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test

- Analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision
- Learn and effectively use required computer software programs and related word processing, data or student attendance programs
- Understand and apply successfully a variety of complex directions to specific situations
- Proofread accurately
- Type accurately at a rate required for successful job performance
- Communicate effectively and tactfully in both oral and written forms
- Establish and maintain a variety of record keeping, reference, and data collection systems
- Operate a variety of office equipment such as calculator, transcriber, copy machine, and computer with speed and accuracy
- Prioritize, coordinate, and monitor the work of others in a positive, productive, and timely manner
- Establish and maintain effective work relationships with those contacted in the performance of required duties

Required

All faculty and staff of Newcastle Charter School shall have cleared Live Scan fingerprinting submitted to the California Department of Justice and FBI for the purposes of obtaining a criminal record summary, as well as provide a tuberculosis clearance. It is desired that all staff be in possession of a valid First Aid Certificate.

General Requirements, Hiring and Performance Review

All employees at Newcastle Charter School site are employees of Newcastle Elementary School District. Employees will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the Charter School. Employees will be able to operate within all learning programs and be willing to expand professionally. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code Section 44237. Newcastle Charter School will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Prior to employment, each employee must furnish medical clearance, as appropriate (including proof of medical exam), and tuberculosis testing, as well as documents establishing legal employment status. Newcastle Charter School and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws. All approved policies and procedures of Newcastle Elementary School District will be used in the employment of Newcastle Charter School employees.

The Newcastle Elementary School District Superintendent will have the authority to create formal job descriptions for each position, recruit and interview candidates. The NESD Board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The NESD Superintendent or designee will have the responsibility of evaluating the performance of the teaching and administrative staff according to NESD policies and standards. The NESD Board of Trustees will conduct the performance review of the Superintendent.

ELEMENT SIX

HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(E).

The Charter School will follow Newcastle Elementary School District health and safety procedures.

In order to provide safety for all students and staff, the Charter School will follow all Newcastle Elementary School District health and safety policies and procedures and risk management policies. The Charter School shall ensure that staff are trained annually on the health and safety policies.

Attached, as Appendix C, please find the District approved Comprehensive School Safety Plan and Emergency Handbook.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent shall monitor compliance with this policy. All volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. *Education Code Section 44830.1.*

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually.

Tuberculosis Risk Assessment and Examination

Faculty, staff, and volunteers shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students or initiating a volunteer assignment, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision and Hearing

Students will be screened for vision and hearing. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall maintain a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall follow Newcastle Elementary School District policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Conduct of this nature is very serious and will be addressed in accordance with the Newcastle Elementary School District's anti-discrimination and harassment policies.

ELEMENT SEVEN

RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Newcastle Charter School will strive to ensure that the student population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. Newcastle Charter School will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, to achieve a racially and ethnically diverse student population.

Outreach and recruitment strategies will cover a broad-based recruiting and application process every year during Open Enrollment, and may include:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district
- A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur

The Charter School is committed to upholding the District’s ethnic balance goal and the school’s outreach and recruitment efforts described above will support this.

Outreach should be a reflective process where the “results”—demographics of the applicant pool, newly enrolled students and retention of enrolled students—inform future outreach. Each year, Newcastle Charter School staff will review our enrollment information and determine if our demographics reflect that of our District and, if they do not, we will identify targeted outreach to any underrepresented communities.

Each year Newcastle Charter School administration, staff and parent representatives will examine our enrollment data, and reflect upon the effectiveness of outreach efforts and develop new strategies as needed.

ELEMENT EIGHT

ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Admission

Newcastle Charter School will actively recruit a diverse student population for its programs. Students who understand and value Newcastle Charter School's mission and are committed to its instructional and educational philosophy, will be encouraged to apply.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3.

Newcastle Charter School will recruit Transitional Kindergarten through 8th grade students as vacancies become available in the classroom-based program and the TK-12 home school program from within and outside of the district. The Charter School will establish an annual recruiting and admissions cycle, which includes reasonable time for all of the following:

- Outreach and marketing
- Orientation sessions for parents and students
- An admissions application period
- An admissions lottery if necessary
- Enrollment

The Charter School may fill openings available after this process using either a waiting list or other non-discriminatory processes. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the Charter School's student related policies at an optional intake orientation.

The students and parents interested in either the classroom based or independent study/home school education option will participate in individual and group orientation meetings to educate them on the unique features and responsibilities involved in the various learning programs at Newcastle Charter School. If there is not an open seat in the child's grade within the desired program, the child will be placed on the Newcastle Charter School's waiting list.

Upon acceptance to our independent study/home school program for admission, and each term thereafter, all students and their parents are required to sign the Master Student Agreement. This contract delineates the roll of student, parent and teacher in the education of the student. Non-compliance with this document can result in expulsion in accordance with our suspension and expulsion procedures.

Family and Student Expectations Agreement

Newcastle Charter School utilizes a Family-School Agreement which all parents and students will be asked to sign, and will conduct orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this Family-School Agreement or based on their inability to attend an orientation; however, all family members will be encouraged to meet these objectives and the school will work with them to develop viable options to demonstrate their commitment to the school's program. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign the Family-School Agreement.

The Family-School Agreement includes the following two main components:

- Agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign the Family School Agreement stating that they understand the academic and behavior policies of Newcastle Charter School and will support those policies at home, and will work to ensure that their children abide by the rules of the school.
- Parent Participation Policy, which outlines the Charter School's request for parents to complete optional volunteer hours on an annual basis. In no circumstance will parents be required to volunteer.

No Admission Testing

Post matriculation, Newcastle Charter School may hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children.

Home Language Survey

Newcastle Charter School administers the home language survey at the student's initial enrollment.

Timeline for Application Submission:

Applications for admission will be made available in December of the previous year and will be due by the first Friday in March annually. The school will hold a parent information meeting between January and March so that parents can learn more about the school before they apply for their children's admission.

Public Random Drawing

If the number of applications for admission in any grade exceeds the capacity of the school for that grade, the spaces in that grade will be filled by a public random drawing. Applicants who are not enrolled in the program will be placed on a numbered waiting list. The public random drawing will be completed by grade by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. The public random drawing will be conducted in accord with the admission policies as set forth in Education Code section 47605(d)(2)(B).

Continuing students who are currently enrolled in the charter school do not need to reapply and are guaranteed admission in the following school year.

The public random drawing will be conducted with the following admission preferences given in the following order:

- Siblings of students already admitted to or attending the same charter school
- Children of employees of the Newcastle Elementary School District
- Students who reside in the district in which the charter school is located
- Students residing within the Newcastle zip code of 95658, but not within the district boundaries
- Students seeking to change schools under the public school choice provisions of ESEA Title I, for the limited purpose of providing greater choice to students covered by those provisions

After the public random drawing, families will receive their official enrollment forms and will be informed of the enrollment process detailed above. If the number of applications to a grade does not exceed the number of spaces available in that grade there will be no drawing for that grade, and all students for that grade who have submitted a completed and signed Request for Admission Form, and have participated in the pre-enrollment process, will be accepted.

All students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process prior to the lottery date.

The Independent Study/Home School Program

The school will establish an annual recruiting and admissions cycle which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students (3) an admissions application period (4) an admissions lottery if necessary and (5) enrollment. The school may fill openings available after this process using either a waiting list or other non-discriminatory processes. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the school's student related policies at an optional intake orientation. The student is then encouraged to "shadow" a student to ensure that they understand the program and its academic demands, or attends a "student connect" day at Newcastle Charter School Independent Study (NCSIS). Other than county of residence, there are no other admission criteria for NCSIS. Students and parents are strongly urged to carefully consider the nature of the program, attendance and curriculum requirements prior to applying. NCSIS will not have organized interscholastic athletic teams. Efforts will be made to enable students wishing to attend NCSIS to also participate in extracurricular activities or athletics at the appropriate grade level through Placer Union High School and/or Newcastle Charter School.

ELEMENT NINE

ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

Annual Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's TK-12 Audit Guide.

The Charter School will be audited by the Newcastle Elementary School District auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Chief Business Officer of Newcastle Elementary School District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Business Officer of Newcastle Elementary School District will review any audit exceptions or deficiencies and report to the Newcastle Elementary School District Board with recommendations on how to resolve them. The Newcastle Charter School agrees to comply with any recommendations in practices and procedures necessary to remedy any noted audit exceptions or deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Programming Audit

The Newcastle Elementary School District will annually publish its performance report. The performance report will include the following:

- Summary data showing students' progress towards the goals and outcomes specified in Element C from assessment instruments and techniques listed in Element C.
- Analysis of whether student performance is meeting the goals specified in Element
- This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising students' confidentiality.

- A summary of major decisions and policies established by the Newcastle Elementary School District Board during the year.
- Data on the level of parent involvement in the school.
- Data regarding the number of staff working at the school and their qualifications.
- An overview of the school's admission practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspensions.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the Charter.

Business Services

Newcastle Elementary School District will run all the business needs of the charter school. Newcastle Charter School may apply for the Charter School Revolving Loan Fund. If it does so, Newcastle Charter School understands that it must comply with Ed Code section 41365 if it receives funds. Newcastle Charter School will be a locally funded charter school and anticipates keeping its funds located at the Placer County Treasurer's Office within the Newcastle Elementary School District designated fund for Newcastle Charter School.

Newcastle Charter School may contract with any agency experienced in school finance, as determined by Newcastle Elementary School District staff and/or the Newcastle Elementary School District Board.

All financial operations will be conducted through the established procedures required by the Placer County and State of California. Expenditures will be approved by the District administration. The Newcastle Elementary School District business office will be responsible for purchasing, payroll, insurance, contracts, audits and all other fiscal matters. The Newcastle Elementary School District Governing Board shall remain solely responsible for ratification and approval of all contracts, long-term obligations, and employment decisions. Teachers and staff working within the charter school do not have the express or implied authority to bind the charter school or school district. Any contracts made in violation of this section shall be null and void, unless subsequently approved and ratified by the Board of Education.

Insurance Coverage

The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect Newcastle Elementary School District from claims, which may arise from its operations. The following insurance policies are required:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Newcastle Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the Newcastle Elementary School District.

- Fidelity Bond coverage shall be maintained by Newcastle Elementary School District to cover all District employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Optional Insurance

Newcastle Elementary School District reserves the right to secure additional insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above.

ELEMENT TEN

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

The school shall comply with and follow the rules and procedures for suspension and expulsion of charter school pupils as outlined in the Education Code (Education Code Sections 48900 et seq.) and any/all applicable Board Policies of the School District for non-charter school students. Charter students may be exited from the charter school for persistent non-compliance with the terms of the written agreement, or any material violations of the conditions, standards or procedures set forth in the Charter Petition, the school handbook or the district policies or procedures relating to discipline or academic progress. (Failure of the parent to sign the written agreement does not exclude the student and family from adherence to the agreement). Students who fail to demonstrate adequate and appropriate progress toward student standards as determined by the administration or a Student Intervention Team, may also be exited from the District School. In this event, non-residence students may apply for enrollment in the other school within the District using standard application procedures.

ELEMENT ELEVEN
RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

As Newcastle Elementary School District Employees, teachers and staff will be protected by all rights and guarantees provided by the Newcastle Elementary School District. All salary, health and welfare benefits, tenure, seniority protections and retirement benefits, which are contained in the Employment Contract with the Newcastle Teachers Association, the employment contract with CSEA Newcastle Chapter #653, the California Education Code, and District policies, will apply to all Charter staff. All eligible employees will participate in either the State Teachers Retirement System or the Public Employees Retirement System, as applicable. All provisions of the Newcastle Teachers Association Contract/Agreement and CSEA Newcastle Chapter #653 Contract Agreement with the district are fully preserved and protected under the terms of this Charter.

ELEMENT TWELVE

ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student is required to attend the Newcastle Charter School. All students who reside in the Newcastle Elementary School District and who do not wish to attend the Newcastle Charter School, may choose to attend the alternate designated public school or may apply for an interdistrict transfer to another school outside the District, in accordance with existing transfer policies of their district or county of residence.

ELEMENT THIRTEEN

DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

The School District shall be considered the employer for all employees working in the charter school. As such, any Newcastle Charter School employee will be protected by all rights and guarantees provided by the Newcastle School District to all regular District employees. Moreover, the School District shall be deemed to be the public school employer for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of the Government Code.

All provisions of the Newcastle Teachers Association (NTA) and the California School Employees Association (CSEA) Newcastle Chapter # 653 agreements are fully preserved and protected under the terms of this Charter. The Newcastle Elementary School District personnel policies and procedures set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Newcastle Elementary School District Superintendent will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the Newcastle Elementary School District Board when necessary, in accordance with these policies and agreements. Disputes over personnel discipline will be resolved through the current personnel policies and procedures

Employees within the District retain the right to be assigned or request transfer as per agreements outlined within the NTA Collective Bargaining contract, however, the operational needs of the School and shall be considered in determining the timing of a transfer within the School.

ELEMENT FOURTEEN

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Intent

The intent of this dispute resolution process is to (1) resolve disputes in an informal and collaborative process within the school pursuant to the school's policies, and (2) ensure a fair and timely resolution of disputes.

Public Comments

The Newcastle Charter School agrees to attempt to resolve all disputes pursuant to the terms of this section. Both sides shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within a School

Disputes arising from within a school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations of the school, shall be resolved by the charter school and the Newcastle Elementary School District Board designee pursuant to the established policies and procedures developed by the Newcastle Elementary School District Board.

Disputes Between the District and the Charter School

In the event that the Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the Newcastle Charter School staff and Newcastle Elementary School District staff and Board members agree to first frame the issue in written format and refer the issue to the relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The District Superintendent and Newcastle Charter School representative shall informally meet and confer in a timely fashion to attempt to resolve the dispute. If this informal meeting fails to resolve the dispute, the Newcastle Elementary School District Superintendent, shall, within three business days following the meeting, meet with the Newcastle Charter School staff to jointly identify a neutral, third party mediator from the Mediation and Conciliation Services. The format of the mediation session shall be developed jointly. The Superintendent and the Newcastle Charter School staff shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the parties jointly agree to bind themselves.

If the parties do not come to resolution of the dispute following the mediation within five calendar days, the parties agree to refer the issue to the Newcastle Elementary School District Board for final resolution. This dispute resolution procedure shall not be used to challenge any action by the Board that is authorized by the Charter Schools Act (e.g., revocation or nonrenewal).

Oversight, Reporting, Revocation, and Renewal:

The Newcastle Elementary School District Board may inspect or observe any part of the charter school at any time, but shall provide reasonable notice to the charter school principal, if applicable, prior to any observation or inspection. If the Board of the Newcastle School District believes it has cause to revoke this charter, the board agrees to notify' the charter school in writing, noting the specific reasonable time to respond to the notice and take corrective action. Newcastle Charter School understands and accepts that the Board of Newcastle Elementary School District may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that Newcastle Elementary School District has given Newcastle Charter School prior notice of any grounds for revocation and reasonable opportunity to cure such violation.

The Board of the Newcastle School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report. Within two months of the receipt of this review, the district must notify the charter school as to whether it considers the Charter School to be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the District's conclusions.

A charter may be revoked by the School District if the School District finds that the Charter School did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

If, in its review of the school's annual report, the District determines that the Charter School is making satisfactory progress towards its goals, this charter, and any mutually agreeable amendments, is automatically renewed for a term of no less than 5 years.

ELEMENT FIFTEEN

EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION (LABOR RELATIONS AND COLLECTIVE BARGAINING)

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. - California Education Code Section 47605(b)(5)(O

For the purposes of the Educational Employment Relations Act, Newcastle Elementary School District will be considered the exclusive public school employer. The Charter shall comply with Conflict of Interest Laws.

ELEMENT SIXTEEN SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

In the event that the Charter School closes, the assets and liabilities of the school will be disposed of by the Newcastle Elementary School District Board of Trustees. The Newcastle Elementary School District Board Members will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws and shall ensure that final audit of the school's assets and liabilities is performed. Any assets remaining upon closure will first be used to satisfy the Charter School's outstanding liabilities and any remaining assets may then be distributed to Newcastle Elementary School District or a federal tax exempt 501©(3) organization unless such distribution is otherwise prescribed by law or district policy.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Newcastle Elementary School District will store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

School resources allowing, former Charter School staff may be retained for a period of designated weeks or months after school closure to ensure that student records are transferred to the appropriate agencies. In the event that no such willing repository is available, the records shall be maintained in the same manner for the same length of time as for district students, and then disposed of or destroyed in a fashion that will ensure confidentiality of the records.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Miscellaneous Provisions and Optional Clauses

Governing Law: Term of Charter Petition A charter may be granted pursuant to Sections 47605... for a period not to exceed five years. A charter granted by a school district governing board... may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

- California Education Code Section 47607(a)(1)

The term of the Charter shall be July 1, 2017 through June 30, 2022. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing by the Newcastle Elementary School Board of Trustees upon the recommendation of the School Site Council. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that the Charter School shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Memorandum of Understanding (MOU) with Newcastle Elementary School District

The Newcastle School District and the Charter School shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the District and the Charter School. The MOU shall include, but not be limited to the following:

Services to be purchased by the Charter School from the District; and the fee schedule for such services; transportation and food services to be provided by the District, if any; special education services and funding formulas, hold harmless indemnification, if required by the District, cash advances to handle cash flow issues, if necessary; Charter School's receipt of mandated cost reimbursement; fiscal reporting requirements to the state, either independently or through the District; conditions under which the Charter School can be terminated, and school district support for the Charter School in seeking additional funding.

The Charter School may procure administrative and instructional services from the District, including site accounting, payroll and purchasing services and personnel support. Specific terms of most of these services should be covered in the MOU. The District will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student

performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU also will list the timing of the transfer of funding between the Charter School and the Newcastle Elementary School District (ie: the monthly timing of the Newcastle Elementary School District transferring to the Charter School its per-ADA share of local property taxes).

The Charter School reserves the rights to purchase additional administrative and other goods or services from any third party as needed.

Appendix A: IMPACT ON THE CHARTER AUTHORIZER

Potential Effects on the District



Appendix B – Agreement Between Student, Parent and Teacher

Newcastle Charter School Student—Parent—School Agreement

The Newcastle Elementary School District is committed to an instructional program consisting of high academic standards that are designed to prepare students for the 21st Century and to be among the nation's best. That curriculum is dependent upon maintaining safe school environments and classrooms conducive to learning, which can only be achieved through the total cooperation of the student and a positive, supportive relationship between the home and the school. The purpose of this Agreement is to establish such a relationship—

Student responsibilities:

- Protect the rights of others to study and learn
- Work to their full potential
- Be on time for all classes
- Follow school and classroom rules
- Volunteer information and cooperate with school staff in disciplinary cases
- Complete all in-class and homework assignments and meet deadlines
- Come to class with necessary books and materials
- See that school correspondence to parents reaches home

Parent responsibilities:

- Demonstrate positive interest, involvement and support of the education process of the District
- Follow appropriate communication procedures and deal directly with the school and staff member involved in a respectful and courteous manner when expressing a concern over a class action, school action, program or policy
- Provide supervision and a learning environment for the completion of homework assignments
- Monitor and review all student assignments and classroom progress
- Ensure that students are prepared and appropriately dressed for school
- Cooperate with the school in resolving student academic or behavioral issues

School/responsibilities:

- Provide an educational environment that is safe, orderly and challenging
- Make meaningful assignments designed to further the educational goals of the program
- Recognize learning variability by utilizing a variety of teaching strategies
- Utilize educational technology as a means to enrich and further the curriculum

- Recognize the key role parents play in the educational process. Maintain appropriate communication to include parents as partners in their child's education and behavior.
- Respond in a timely manner to parent concerns and requests for information
- Recognize and respect the values represented in the home of the student

Student Signature

Student Name Printed

Date

Parent Signature

Parent Name Printed

Date

Teacher Signature

Teacher Name Printed

Date

Newcastle Elementary School District
Student --- Parent --- School Agreement

Appendix C – Comprehensive School Safety Plan



Newcastle Elementary/Newcastle Charter School
Newcastle Elementary School District

Comprehensive School Safety Plan

Liz Staton, Principal
8951 Valley View Drive
Newcastle, CA 95658
(916) 663-3307

A meeting for public input was held on January 10, 2017

Plan Revised January 30, 2017

Plan approved by the Newcastle Site Council on February 6, 2017

Plan approved by the Newcastle Elementary School District Board of Trustees on
February 8, 2017

This document is available for public inspection during regular business hours at
Newcastle Elementary School, and online at nec.newcastledistrict.org

The Safety Planning Committee is made up of Site Council Members and other field experts. The Site Council is made up of the site principal, teachers, parents, classified employees.

**Newcastle Elementary/Newcastle Charter School
Comprehensive School Safety Plan - Signature Page
2016-2017**

The undersigned members of the School Safety Planning Committee certify that the requirements of California Education Code 32280-32289 have been met in the development of the following Comprehensive School Safety Plan.

Liz Staton, Principal	Date
Ronda Black, Administrative Assistant	Date
Deputy Victoria Skellenger, Placer County Sheriff	Date
Jeff Mize, Director of Facility and Maintenance	Date
Muriel Secker, Teacher	Date
Claire Unis, Parent and Site Council Member	Date
Laura Newby, Parent and Site Council Member	Date
Raj Hundal, Parent and Site Council Member	Date
Elizabeth Dietz, Teacher	Date
Newcastle Fire Department	Date

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1. Description of the Environment

Population

Newcastle Elementary School/Charter School serves approximately 453 Transitional Kindergarten through 8th grade students. The staff is committed to providing a safe, focused learning environment where all students can experience success.

Facility

Newcastle School is an older campus, providing students a safe and inviting place to learn. Students, staff and the community help to keep the grounds clean and respect school property. The campus is constantly in use in the evenings and on weekends by the community. Many local volunteers and Boy Scouts have contributed to improving the safety and appearance of NES/NCS. The district recently received supplemental funding for facility enhancements.

Discipline, Incentives, and Prevention

NES/NCS participates in the Positive Behavior Intervention and Support (PBIS) model. Disciplinary practices and consequences are consistent and fair. School rules are conveyed in a Student/Parent Handbook that is given to each family to read. Referrals with merit loss document inappropriate behaviors and consequences. Disciplinary actions are recorded in the Aeries student database. Rules are posted in the handbook, learning spaces, and reviewed at assemblies.

Students are positively recognized through Student of the Week/Month/Trimester Activities. Positive behavior is reinforced in classrooms and school-wide through the Stellar Knights Program. Student achievement is conveyed to the community through award banquets, assemblies, newsletters, daily announcements, and on the website. At 8th grade graduation, students are presented a variety of cumulative awards for academics and citizenship.

Various assemblies and programs are brought to students each year conveying messages of anti-bullying, healthy lifestyle, and good choices. The school works with community agencies such as the Placer County Sheriff's Office, Auburn Assistance League, and Kaiser Permanente to bring programs to the Newcastle campus. Additionally character education is taught and reinforced in individual classrooms through the use of monthly theme and the Second Steps Program.

Safety Drills and Procedure

The District conducts at least 9 drills per year to address the topics of safety during fire, earthquake, bus emergency, and lockdown. Emergency, evacuation, and drill

procedures are shared at staff meetings. Teachers communicate these procedures with students. The school will communicate emergency procedures annually to parents through the Parent-Student handbook and in newsletters. Immediate emergency information is communicated to families using the auto-dialer, email distribution lists, telephone, and/or the website, provided that power is available. The district office works with its families to keep parent emergency contact information current.

Attendance

Positive attendance is encouraged and communicated to parents and students. We believe there is a strong correlation between achievement and success and school attendance. Independent Study contracts are prepared for students who plan for leaves of absence. Attendance improvement and excessive tardy letters are sent if students reach the district criteria for receiving the letters. The graduation requirements also include a minimum attendance requirement to be eligible for participation in the promotion ceremonies.

The combined attendance percentatge in 2016 for NES/NCS is 97.6%

2. Law Enforcement Contact

Officer Victoria Skellenger of the Placer County Sheriff served as a member of the School Safety Committee to represent local law enforcement in the development of the Comprehensive School Safety Plan.

3a. Assessment of Current Status of School Crime On and Off Campus

Crime Reporting (EC 32282.(a))

Incidents of crime are dealt with efficiently. The Placer County Sheriff Department was contacted as necessary. (January 2016 - December 2016)

There were 0 incidences of reported crime for Newcastle Elementary/Charter this past year. There was one call of note where officers addressed some juveniles on campus after hours on the weekend.

3b. Strategies and Programs Providing/Maintaining School Safety

Social Environment: *People and Programs*

Goal: To ensure students' physical and emotional safety by maintaining a positive school culture. Areas addressed within this goal are:

- Nurturing socio-emotional growth including participation in PBIS
- Prevention through education and awareness
- Efficient communication
- Maintaining a network of support
- Providing consistent and fair discipline

Areas of Success and Desired Change:

NES/NCS takes pride in offering students and parents a safe and positive environment for learning and playing. Our teachers and staff are supportive and recognize the need to have a positive and effective way to deal with discipline as it relates to drug education, Internet safety, harassment, and bullying. We are committed to developing a safe school environment for all students. We wish to increase awareness of all staff and community members to encourage positive choices and discourage harassment and bullying.

The teachers and administration continue to make increased communication a priority. Newcastle has implemented the use of voice and electronic Sunday Announcements, email distribution lists by class, use of the Learning Management System, Schoology, improved websites and weekly teacher updates.

The school sites work with CHP, Placer County Sheriff Office, and designated School Resource Officers to handle the emergent and preventative needs of the school.

Successes in 2016/17:

- Anti bullying training/assemblies held for all students
- Continuation of Positive Behavior Intervention and Support (PBIS) Training for all staff (Tier II)
- Continuation of Second Steps Curriculum Tk-8th grades
- Assemblies and special events provided for students to encourage positive behavior choices
- Free Social Skills Counseling for e students offered in partnership with

Lighthouse and Kids First

- Implementation of SOS program
- Focus on resources for Digital Literacy and Safety for both students and parents
- Continuation of Sunday Announcements for families
- Continuation of Weekly Announcements for staff (for week ahead)
- Continuation of cross-age classroom buddy program
- Positive student leadership through Student Council
- Provided on-site fingerprinting for parents
- Verified TB clearance for all fingerprinted volunteers
- Updated Student Emergency Cards for more concise and comprehensive information
- Health and safety training and events for all staff.
- Provide additional safety training through Placer County sheriff's department for grades K-4
- Participation in District-provided online safety courses for staff
- Optional Helpdesk offered at lunch
- Increased and after school supervision
- Implementation of voluntary Homework Lab afterschool 3x per week
- Implemented "notes home" from staff for positive student feedback
- Outside audit of our PBIS implementation
- New Health Plan Notification procedures for teachers and staff

Ongoing Objectives:

- Review and revise Student/Parent Handbook annually
- Update Field Trip Permission Slips to solicit emergency/prescription medication information - ongoing
- Review and revise Discipline Policy annually.
- Continue staff training of PBIS
- Monitor playground ratios of students to staff for adequate supervision
- Update referral form, utilize Swis (referral tracking for PBIS), and train teachers on new referrals (component of PBIS)
- Maintain timely and accurate discipline data in Aeries and in office.
- Educate students and staff on topics of bullying and harassment (definitions, trends, and consequences)
- Continued implementation of the Second Steps Character Education Program
- Continue to define and implement our Character Traits program at all grade levels.
- Offer Parent Education night
- Provide character education and anti-bullying assemblies for all students.
- Continue to develop/support student mentoring and buddies between grade levels.
- Schedule spring Internet Safety presentations for students and parents.

- Continue to offer a parent fingerprint night annually in fall and offer timely and specific feedback on status.
- Update master parent cleared fingerprint list regularly and provide to teachers to ensure all volunteers are cleared.
- Continue to update and utilize School Messenger for Sunday Announcements (General School Communication) and Emergency Communication
- Research/purchase close band radios for daily yard supervisor and emergency use
- Continue Weekly Announcements for Staff
- Continue School Events and Facilities Calendar through Google for all staff to view
- Weekly updates posted on website and emailed to parents announcing upcoming holidays, minimum days and learning conferences, and other events happening at school
- School calendar maintained on website for both staff and parents
- Schedule meetings for the Administration and the Placer County Sheriff and fire departments
- Make CPR and First Aid training available for staff every year. Goal is 100% staff certification.
- Continue to require parent sign-in and volunteer badges before proceeding to classrooms.
- Provide all school activities and events
- Promote Homework Lab and Help Desk
- Continue to honor Student of the Week/Month/Trimester
- Review Family Life curriculum to align with AB 329
- Develop “notes home” with staff for positive feedback
- Promote cross-age tutorial opportunity

Persons Responsible: Principal, teachers, custodial and classified staff

Timeline: January 1 to December 31, 2017

Physical Environment (Facility)

Goal: Maintain classrooms, grounds, and school facilities as safe, clean, inviting, and comfortable places to meet and learn.

Areas of Success and Desired Change:

Newcastle has safe environments for learning and playing. It is common to see many students play and meet after school without fear or worry. It is our desire to create safe, clean, and inviting campuses for all. We do recognize that cleanliness as an integral part of the emotional and physical health of our students and staff. It is also our desire

to increase student pride and ownership in the campus.

We are committed to improving the physical surroundings and safety of both campuses for all who use them.

Our teachers and staff are supportive and recognize the need to have an effective communication plan in the event of an emergency. They are committed to providing a safe environment that includes developing a safe and easily understood emergency procedure plan. We wish to increase the awareness of all staff and community members to know exactly what to do in an emergency situation. We have diligently met with emergency personnel to improve our procedures and have conducted regular emergency evacuation drills. The school recognizes the need to communicate regularly regarding secondary evacuation sites and emergency procedures for parents regarding early release and lock down.

Work Completed:

- Addition of new 5 picnic tables and 2 benches
- Adjusted custodial staff work schedule to maximize daily cleaning of gym and classrooms
- Increased custodial schedule by 2 hours to maximize the amount of deep cleaning we were able to complete
- Sidewalk hazards ground down and repaired
- Parking spaces re-designated for student safety
- Drop off location and start time adjusted for K
- Updated Teacher Emergency Clipboards
- Repaired Nature Trail Bridge
- Added additional staff to crosswalks and Nature Trail
- Identify and staff unsafe supervision areas
- Trained Administrators and Secretary on emergency gas, electricity, and water shut off procedures
- Developed a pool of substitute custodians and duty checklist
- Repaired outdoor lighting for amphitheater, parking lot, and around the school.
 - Installed all LED lighting throughout both campuses to make us more energy efficient.
 - Replaced all plumbing fixtures in all classrooms and restrooms.
 - Installed new Energy efficient HVAC units on 5 portables.
 - Installed a new energy efficient 20 ton HVAC unit on top of the gym.

Ongoing Objectives:

- Continue to regularly update Emergency Preparedness Plan and articulate with Staff, Newcastle Fire Department, and Placer County Sheriff Office
- Conduct maintenance as needed to ensure a safe, effective, and attractive facility.
- Increase student effort and accountability to maintain a clean and safe campus.
- Regularly update classroom/facility emergency clipboards with room #, current rosters, color cards, emergency phone numbers, and duty flow chart.
- Review emergency procedures with staff, and practice evacuation drills with students present (fire, earthquake, hazardous materials, lock down, etc.).
- Address concerns related to necessary repairs in each classroom.
- Work with parent and community volunteers to improve campus appearance on a regular basis.
- Provide regular inspection by Executive Director of facility, playgrounds, and equipment.
- Continuation of cones and signs to assist with before and after school pickup/drop off
- Develop Facility Improvement Plan
- Monitor supervision areas for proper staffing, available activities, and unsafe issues
- Maintain a pool of substitute custodians and duty checklist
- Clean lunch tables between each group of students with sanitizer

Work to be Done:

- Install fence markers for each class as a meeting point for evacuations
- Clear path to school secondary evacuation area
- Install privacy film/curtains on all windows and doors into classrooms and school office.
- Expand intercom and improve audibility
- Update/Sync Fire Alarm System to include all classes and County School
- Brush clearing of area surrounding school perimeter for fire safety
- Maintain clear paths on Nature Trail
- Removal of digger pines in playground areas that may pose safety hazard
- Create new pick-up/drop off flow to alleviate traffic congestion in community
- Develop Emergency Kits for classrooms
- Develop and Test an Emergency Message Alert to parents through School Messenger
- Seek renovation ideas and estimates for the large field
- Improve exterior lighting
- Research/purchase close band radios for daily yard supervisor and emergency use
- Complete tentative purchase of Secret Ravine to expand learning space.

Persons Responsible: Principal, teachers, facilities, custodial, classified staff, and parent volunteers.

Timeline:

January 1 to December 31, 2017

Safety Planning Committee: Review of Procedures for Complying with School Safety Laws

The Safety Planning Committee and/or Site Council has reviewed strategies and programs providing and maintaining school safety. See above (3b).

5. COMPREHENSIVE SCHOOL SAFETY PLAN

5a: Child Abuse Reporting Procedures

Child Abuse Reporting

32282. (2) (A) Child abuse reporting procedures consistent with Article 2.5(commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code. 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4. Child abuse or neglect does not include:
 1. A mutual affray between minors (Penal Code 11165.6).
 2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6).
 3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the

amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students or maintain proper and appropriate conditions conducive to learning. (Education Code 49001)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

For Mandated Reporters

- If you are a mandated reporter you must call 916-872-6549 or Toll Free at 866-293-1940 to initiate your report.
- Additionally, you must also send a written report within 36 hours of the telephone report.
- The written report must be on the State of California's "Suspected Child Abuse Report" form found at: http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf (this form may only be printed and manually filled out) or at: http://www.ag.ca.gov/childabuse/pdf/8572_instruct.pdf.
- Submit the Suspected Child Abuse Report in one of the following ways.
 - Mail: Family and Children's Services 1000 Sunset Blvd. Ste. 140, Rocklin, CA 95765
 - Fax: 916-787-8915
 - Email: pc_scar@placer.ca.gov (see specific directions below)

To electronically fill out and email form

- Open form: SCAR Suspected Child Abuse Report.doc ; save to your hard drive, complete form and save.
- To submit completed form, Email to: pc_scar@placer.ca.gov, attach and send form.

- Should you choose to send your report via e-mail, to address confidentiality you must include the following language in your e-mail.
 - CONFIDENTIALITY NOTICE: This communication contains legally privileged and confidential information sent solely for the use of the intended recipient. If you are not the intended recipient of this communication, you are not authorized to use it in any manner, except to immediately destroy it and notify the sender.
- Please call 916-872-6549 or Toll Free at 866-293-1940 if you have any questions regarding the reporting of child abuse.
- Intake Staff are available 24 hours a day to speak with you.
(<http://www.placer.ca.gov/departments/hhs/children/child-protective-services>)

Training

Training of mandated reporters shall include child abuse and neglect identification mandated reporting. (Penal Code 11165.7) Policies are reviewed at the beginning of each school year.

Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Newcastle uses a portion of staff development time at the beginning of the year to train staff on the laws, policies and procedures required of school employees as mandated reporters. School administrators are also available to assist staff in the process of making a report of Suspected Child Abuse or Neglect. (BP 5141.4 Child Abuse Reporting)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE				TELEPHONE ()			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE			TYPE OF ABUSE (CHECK ONE OR MORE)		
	<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLIGENCE		<input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	VICTIM'S SIBLINGS						
	NAME		BIRTHDATE	SEX	ETHNICITY		
	1 _____	2 _____	3 _____	4 _____			
VICTIM'S PARENTS/GUARDIANS							
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX AGE	SEX	ETHNICITY		
ADDRESS			Street	City	Zip	HOME PHONE () BUSINESS PHONE ()	
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX AGE	SEX	ETHNICITY		
ADDRESS			Street	City	Zip	HOME PHONE () BUSINESS PHONE ()	
SUSPECT							
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX AGE	SEX	ETHNICITY		
ADDRESS			Street	City	Zip	TELEPHONE ()	
OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER.						
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)						

SS 8572 (Rev 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Family, siblings must have same parents/guardians):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

**5b: Disaster Procedures, Routine and Emergency
(Including Adaptation for Pupils with Disabilities)**

Newcastle Disaster Plan

Newcastle Elementary School District – Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with the District, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all District employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law. (Amended by Stats. 1971, Ch. 38.)

FOR IMMEDIATE HELP ON LIFE AND DEATH SITUATIONS, CALL 911

THE FOLLOWING NUMBERS ARE CRITICAL TO THE SAFETY OF YOUR STUDENTS AND EMPLOYEES:

Newcastle District Office		916-259-2832
Superintendent	Denny Rush	916-521-7221 _____
Principal	Liz Staton	530-906-9953
School Secretary	Ronda Black	530-863-9405
District Executive Assistant	Diane Gilbert	916-412-5791
District Facilities Director	Jeff Mize	916-949-8827
Custodian	Shane Larkin	530-906-5718

Newcastle Fire Department (916) 663-3323

Placer County Sheriffs Office Dispatch (530) 886-5375

Victoria Skellenger , School Resource Officer (530) 308-1536

CHP: David Martinez (916) 705-3368

CHP (916) 663-3344

BASIC EMERGENCY RESPONSE GUIDELINES

Newcastle Elementary School/Newcastle Charter School has established guidelines to ensure the welfare, safety, and security of all staff and students during an emergency. Managers and supervisors will be assigned specific duties to ensure that all students and visitors follow these guidelines. Administration will work with public agencies, including the American Red Cross, during an emergency as the school site itself may be used as a mass care and/or welfare shelter.

LINES OF AUTHORITY

In an emergency, lines of authority may change. Staff may be requested to report to a specific staff member or supervisor during an emergency. Staff are expected to follow the direction of those who have been placed in charge of specific functions relating to the emergency. All staff are expected to follow the directions of uniformed responders (law enforcement, fire, etc.) at all times.

LOCKDOWN or EVACUATION

CLEAR INSTRUCTIONS TO BEGIN LOCKDOWN OR EVACUATION WILL BE GIVEN BY AN ADMINISTRATOR OR AUTHORITY.

EVACUATION

Evacuation Orders:

1. Clipboard will be posted by each door (including computer lab and library) with class rosters, red and green cards, emergency plan, and map. Clipboard is clearly labeled in large print with the teacher's name and room number. The clipboard in the office will contain rosters of each class.
2. Upon notification staff and students are expected to exit immediately. Evacuation orders should include the reason for evacuation, evacuation routes if possible, and the gathering point to evacuate to.
3. Provisions will be made to evacuate persons with mobility impairments. Methods for evacuating the handicapped and those with language barriers will be contained in classroom procedures.

IN THE EVENT OF AN EVACUATION EMPLOYEES WILL:

1. Gather personal and/or emergency equipment;
2. Immediately exit the building by the designated route;
3. Proceed to the established gathering point;
4. Report to the staff person assigned to supervise the gathering point;
5. Wait at the gathering point until given further instructions such as regrouping at a secondary point or traveling on an identified safe path.

IMMEDIATE EVACUATION

In the event of immediate evacuation, staff shall follow the instructions of administrator and/or command leader to evacuate self and students to designated safe location. Staff shall then contact persons in charge to identify exact location, people/students in group and await further instruction.

SHELTER IN PLACE HAS 3 LEVELS:

1. **Stay Put**
2. **Secure Perimeter**
3. **Lockdown-Barricade in place**

STAY PUT

Staff shall:

1. Have all students return to the classroom- not a lockdown
2. Close all room doors
3. Implement rainy-day recess procedures for all recesses
4. Staff walks students to locations beyond their classroom.
5. Education continues in class until external disruption has been resolved

SECURE PERIMETER-Shelter in Place

Staff shall:

1. Lock or secure all room doors with students inside
2. Lock down all guest in the classroom with the students. Exterior student movement is for urgent need only. In this case contact office first. Students must be accompanied by an adult/or staff member during exterior movement until all-clear signal is given.
3. Students not in a room will report to the closest classroom/gym with adult supervision
4. Cover windows if directed and available.
5. Education continues
6. Administration will contact parents and give official statements to teachers to convey to students
7. Keep school phone lines open

LOCKDOWN-BARRICADE IN PLACE

Staff shall:

1. Lock or secure all room doors with students and guests inside
2. Students not in a room will report to the closest classroom/gym with adult supervision.

3. Turn off lights
 4. Barricade door with furniture
 5. Duck and cover. Keep all people away from windows.
 6. Remain as quiet as possible
 7. Mute all cell phones- including students
 8. Cover all windows with paper or drapes if available
 9. Turn off any unnecessary equipment to reduce light and sound except teacher communication device.
10. If safe email, text, or call admin with lockdown status (red or green) or updates.
 11. Do not leave or release from lock down until notified by administrator.
 12. **Administration will contact parents and give official statements. Teachers may be directed to give explicit communication information to students.**

Initial Message:

Hello Newcastle Parents and Guardians,

This is (admin name here). Please be aware that we have implemented _____ because _____. (Shelter in place means all students are in their classrooms and all activities outside have been cancelled or Lockdown means that all students are inside and door are locked. No one but those with keys have access to the buildings or classrooms)
All students and staff are safe.

Please Do NOT call or come to the school at this time. All phone lines MUST remain open to allow for communication with emergency responders.

We will call again with further information and or instructions as information becomes available.

Again, our goal is to ensure all students and staff are safe.

Text Message:

We are now in Shelter in Place Level _____. Students are safe. Check voicemail for updates.

Follow-up Message:

Hello Newcastle Parents and Guardians,

This is (admin name here). We are still in _____.

- All students and staff are safe. We are in constant contact with law enforcement and are being guided by their input and decisions.
- Please Do NOT call the school. All phone lines MUST remain open to allow for communication with law enforcement.
- Please Do NOT come to the school to pick up your child as they will not be released at this time. This is for the safety of all.
- We will attempt to provide an update to this situation each hour
- When we are given permission to release students, we will send out another call giving you a time and location to pick up your children. Please make sure the person picking up is on the

emergency card and/or has written permission from you to pick up. They may be asked to show ID upon pick up. Again, all students and staff are safe.

Text Message:

We remain in Shelter in Place Level _____. Students are safe. Check voicemail for updates.

Final Message:

Hello Newcastle Parents and Guardians,

This is (admin name here). We are no longer in _____.

- All students and staff are safe. All schedules have resumed. All classes have resumed their normal activities.
- Students will be dismissed at their normal times.
- Please follow normal pick up procedures.
- All phone lines are working; however, we still ask that you not contact the school unless it is an emergency.

Thank you again for your support and patience in implementing our emergency procedures. Working together, we can guarantee the safety of your children.

Text Message:

Shelter in Place has been lifted. Check voicemail for pick-up procedures.

Message to staff:

Hello Newcastle Staff,

Per our emergency procedures and protocol, we are in _____ and I have sent the following message to parents.

Please do not allow students to text or email.

This is (admin name here). Please be aware that we have implemented _____ because _____. (Shelter in place means all students are in their classrooms and all activities outside have been cancelled or brought indoors, or Lockdown means that all students are inside and door are locked. No one but those with keys will have access to the buildings or classrooms)
All students and staff are safe.

Please Do NOT call or come to the school at this time. All phone lines MUST remain open to allow for communication with law enforcement.

We will call again in TEN minutes with further information and or instructions. Again, all students and staff are safe.

Second Message:

Hello Newcastle Staff,

We are still in _____ Per our emergency procedures and protocol I have sent the following message to parents.

Please allow students to text or email only the following message:

Hello Newcastle Parents and Guardians,

This is (admin name here). We are still in _____.

- All students and staff are safe. We are in constant contact with law enforcement and are being guided by their input and decisions.
- Please Do NOT call the school. All phone lines MUST remain open to allow for communication with law enforcement.
- Please Do NOT come to the school to pick up your child as they will not be released at this time. This is for the safety of all.
- We will give you an update to this situation each hour and at a minimum 30 minutes prior to scheduled release times.
- When we are given permission to release students, we will send out another call giving you a time and location to pick up your children. Please make sure the person picking up is on the emergency card and/or has written permission from you to pick up. Again, all students and staff are safe.

End of Incident:

Hello Newcastle Staff,

The incident has ended. Per our emergency procedures and protocol I have sent the following message to parents.

Please allow students to text or email the following message:

Hello Newcastle Parents and Guardians,

This is (admin name here). We are no longer in _____.

- All students and staff are safe. All schedules have resumed. All classes have resumed their normal activities.
- Students will be dismissed at their normal times.
- Please follow normal pick up procedures.
- All phone lines are working; however, we still ask that you not contact the school unless it is an emergency.

Thank you again for your support and patience in implementing our emergency procedures. Working together, we can guarantee the safety of your children.

HANDLING OF POTENTIALLY EXPLOSIVE DEVICES

Should a bomb threat be received or a suspicious object be identified, law enforcement and administration are to be notified immediately. Administration will direct the

immediate evacuation of the building or areas affected. **No one should be permitted to touch, handle, or move the suspicious object.**

EMERGENCY DATA BACK-UP PLAN

Data that is critical to the Newcastle Elementary School/Newcastle Charter School and its classrooms may be lost in the event of a disaster. Technology Coordinator is responsible for ensuring student, employee, financial, and other relevant Newcastle School data will be backed-up for retrieval purposes in the event of an emergency.

TRAINING AND EXERCISE

Training and exercises are vital to determine the effectiveness of this Crisis Response Plan. Preparedness activities ensure that the operational concepts outlined are sound and that personnel are adequately trained to carry out necessary functions during a disaster. In addition, such testing will provide a basis for the updating and revision of this plan and for the identification of inadequate resources.

1. Drills should be clearly stated in plain English before the signal. Example: this is an earthquake drill, or this is a Lockdown drill.
2. Practice drills with law enforcement and fire personnel present
3. Report all concerns and issues to the office immediately following each drill
4. Practice both the primary and the secondary evacuation procedure
5. Practice using communication devices (walkie-talkies/radios) between evacuation locations (primary, Kdg. and secondary/middle)
6. Practice training drills with other designees in charge to simulate absence of the principal.

PLAN REVIEW CYCLE

The Newcastle School Site Council and school administration is responsible to ensure this Crisis Response Plan is kept current. The following review cycle will be implemented:

1. By March 1 of each year review and update all aspects of the Emergency Preparedness Plan. This review will include legislative updates, updates of relevant operational procedures, a review of practical applications, and updates of informational materials to all staff.
2. By September 1 of each year update telephone lists, faxes, emails, personnel rosters, resource lists and physical plant changes affecting the implementation of the Emergency Preparedness Plan.
3. At least once per year, by November 30:
 - Ensure that all staff have an updated personal emergency information card on file in the office
 - Schedule one or more training exercises. Training is critical to ensuring the continued viability of the plan.

- Ensure that changes to this plan are made and distributed immediately.

IN CASE OF AN EMERGENCY

Start-Up Actions:

- Assess type and scope of emergency.
- Notify appropriate outside agencies and the District Office.
- Determine threat to human life and structures.
- Implement appropriate desired action from staff.
- Obtain equipment and supplies as necessary.

Operational Duties:

- Continue to monitor and assess total situation.
- Check with staff for periodic updates.
- Reassign staff as needed.
- Remind school site/staff volunteers to refer all questions from media, students, parents or general public to the administrator or designee.
- Ensure announcements and other information are translated into other languages as needed.
- Consider areas with additional security/safety needs.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Release staff/volunteers as appropriate.
- Remain on site and in charge until relieved or incident concludes.
- Compose an announcement to go out to all families relating to the emergency over the automatic dialer.

Closing Down the Emergency Event:

- Authorize culmination of emergency response activities/staff as appropriate.
- Ensure that any open actions not yet completed will be taken care of after culmination.
- Ensure the return of all equipment and reusable supplies.
- Ensure that all reports and other relevant documents are completed.
- Send a final update to all staff.

Recommended Equipment and Supplies:

Personal cell phones, map(s), disaster response forms, emergency/disaster plan, class lists, bottled water, first aid supplies, clipboards, pens, pencils, red and green response card, paper, appropriate identification, flashlights, AM/FM radio (battery), bullhorn, two-way radio, reading materials for students as appropriate.

Media Release Policy:

The public has the right and need to know important information related to emergencies at the school site as soon as it is available for release. The administrator or designee acts as the official spokesperson for Newcastle Elementary in any emergency situation. If the situation includes community responders they will work jointly with the designated staff as the official spokesperson for the incident. News media can play a key role in assisting the district by releasing emergency/disaster related information to the staff, general public and parents. Information released must be consistent, accurate, and timely.

Aftermath:

Remain updated on any subsequent actions taken.

Consult with the legal counsel if appropriate before releasing any information

WHEN YOU MUST HAVE HELP IMMEDIATELY CALL 911

- ◆ State your emergency.
- ◆ Stay calm.
- ◆ Give your name and address. (Give location and directions to your site.)
- ◆ Allow 911 communications center employees to direct conversation.
- ◆ Be prepared to answer questions in a clear, calm manner.
- ◆ Remain on the phone. DO NOT hang up until the dispatcher says that you may.
- ◆ Follow up with your administrator.

ADMINISTRATOR'S ROLE

The Site Administrator must:

- ◆ Provide and review all emergency procedures and classroom and/or office evacuation plans with the staff at the beginning of each year.

- ◆ Be responsible for posting in each classroom or building, emergency procedures and evacuation maps.
- ◆ Be responsible for all on site direction of emergency procedures.
- ◆ Provide emergency drills in a manner that conveys to your staff and/or students the importance of following pre-planned procedures.
- ◆ Have an understanding of the use of and method of communication between school/offices and public agencies in an emergency situation. It is required that at least one person be TRAINED if disaster relief monies are anticipated.
- ◆ Secure and maintain an inventory of emergency equipment within the office:
 1. One battery-operated megaphone (optional)
 2. Two-way radios (optional)
 3. First aid equipment and supplies
 4. Flashlight
 5. Phone that does not require electrical power to operate
 6. Emergency alert radio with back-up batteries.
- ◆ Identify potential hazards and know location of all main gas, water and electrical valves and switches. Ensure any special tools and keys necessary to operate shutoffs are available.
- ◆ Develop a signal for notifying staff members and the District Office when real emergencies exist instead of drills.

CONDUCTING DRILLS

Because emergencies strike without warning, life-protecting actions must be immediately taken at the first indications of such emergencies. There will be no time to think through what to do.

The essential components of emergency drills are classroom/office discussions, demonstrations, and exercises designed to help students and/or staff learn and practice where to seek shelter and how to protect their heads and bodies. Written records of these activities must be made and retained for a minimum of three years.

Effective emergency drills simulate actions to be taken during an actual emergency and what to do after such emergency.

MAINTENANCE PERSONNEL

- ◆ Responsible for the use of emergency equipment, the handling of supplies, and the safe use of available utilities.
- ◆ Survey and report damage in all emergencies to the site administrator.
- ◆ Direct or assist rescue operations, as required.
- ◆ Control main shutoff valves for gas, water, and electricity and determine if hazards have resulted from broken or downed utility lines.
- ◆ Disburse supplies and equipment as needed.
- ◆ Conserve usable water supply if needed.
- ◆ Secure unsafe areas.
- ◆ Maintain communication with office.

SECRETARY

- ◆ Keep a continuous written record of crisis with timelines.
- ◆ Locate student and/or staff emergency cards and records and documents.
- ◆ Provide for the safety of all essential records and documents.
- ◆ Attend telephone, monitor radio emergency frequency broadcasts, assist nurse, as needed, and act as a messenger and carrier as directed.

NURSE/ADMINISTRATOR/SECRETARY/OTHER FIRST AID CERTIFIED STAFF

- ◆ Disburse first aid supplies throughout site as appropriate.
- ◆ Administer first aid.
- ◆ Supervise administration of first aid by those who are trained.
- ◆ Arrange first aid and medical supplies.
- ◆ Ensure that first aid kits are in order at all times.
 - ◆ Keep a written record of who received treatment, the type of injury and the severity of the injury.

SITE EMERGENCY CONTROL CENTER (SECC)

The following guidelines are suggested in the formulation of a Site Emergency control center.

A Command Post should be established immediately after a disaster. This is where record keeping, communication, and major decision-making should take place. The administrator should be there. Each Command Post should have a primary location and an alternate location. An individual shall be named as media coordinator and no information should be released to media except through the media coordinator.

PRIMARY LOCATION: During drills and after evacuation phase of an emergency, a permanent center will be set up at a location with easy access to records and staff.

ALTERNATE LOCATION: To manage through the first phase of evacuation or in case the primary location is unsafe, a second Command Post should be set up near the evacuation site at Secret Ravine and/or Newcastle Cemetery.

SAFE PICK UP ZONE instructions and location will be made available to families.

EVACUATION PLAN

Each site administrator or coordinator shall establish an evacuation area for his or her particular site. If an evacuation alarm is given, a preplanned system of site evacuation and transportation should be established. If students are involved none should be released to individuals other than parents without prior permission. Written release records must be kept to ensure every student release is documented. Provisions should be made for those students to be picked up by parents. The site administrator or designee is responsible for accounting for all students after the event.

Once the event has been resolved, evaluate the need to keep the SECC phones staffed to answer any calls from parents who may have heard of the event and are calling in late or to locate their children.

SIGNAL:

RESPONSE:

- | | |
|---------------------------------|---|
| (Level 1) Alarm (buzzer, voice) | Leave room; go immediately to your assigned area. |
| | (Level 2) Alarm (voice) Escort students to secondary evacuation on the campus. If office buildings are involved, direct staff to secondary evacuation area. |
| | (Level 3) (voice) Evacuate campus and/or office building areas. Coordinate transportation. |

FIRE AND GENERAL EVACUATION

- ◆ Notify fire agency of location, emergency situation and needs.
CALL 911. (8951 Valley View Dr., Newcastle. Cross street Kellogg.)
- ◆ Direct the evacuation of buildings using fire alarms and evacuation routes.
- ◆ During and after the evacuation the teacher must account for every student and staff person in his or her classroom. The Site Administrator is responsible for accounting for all building occupants.

Signal and Exit

1. Signal is a continuous tone on outside buzzers and inside speakers.
 2. Students and staff are to exit the buildings via the posted routes. Close classroom doors but leave unlocked.
 3. Staff is required by Code to take roll upon reaching the designated assembly area. Account for all students and staff using the green and red cards.
 4. Non-assigned staff is to report to the office to receive an emergency assignment.
- ◆ Maintenance staff should assist local fire and rescue crews with utility location determinations.
 - ◆ Staff members shall report any injuries to administrators and administer first aid if necessary.
 - ◆ Sound “all clear” when emergency is cleared and return teachers and students to their classrooms and/or staff to their workstations.

EARTHQUAKE

Students and staff should follow “duck, cover, and hold” routine.

1. Signal is a verbal instruction on the intercom.
2. Teacher to secure emergency procedures booklet.
3. Procedures:
 - Drop and cover
 - Wait for specific instructions from designated staff
 - Designated staff: school administration, office staff, and maintenance and operations.

At cessation of earthquake tremor, assess the situation. Maintenance personnel should survey and report damage to the site administrator.

Maintenance staff, at the direction of site administrator, shall turn off gas main valves ASAP.

Off site evacuation areas include Harvest Ridge, Secret Ravine School, or the Newcastle Cemetery. Evacuation routes shall be included in classroom emergency handbook.

All staff members not directly responsible for students should be posted at a safe distance from all building entrances to prevent anyone from reentry and check buildings to ensure all students have evacuated.

All missing or injured students and/or staff should be reported to the administrators.

Account for all students and staff via red and green cards.

Be prepared for aftershocks.

BOMB THREAT

DO NOT USE ANY ELECTRICAL DEVICES SUCH AS RADIOS, CELL PHONES, OR WALKIE-TALKIES IN AN AREA WHERE A BOMB MIGHT BE LOCATED.

Staff member will immediately notify the office of any threats and power down all school and personal electronic devices.

The site administrator will determine whether to evacuate all students and/or staff from classrooms and buildings, using appropriate signals and procedures.

- ◆ Secretary will call 911 and report bomb threat and request assistance.
- ◆ If students and/or staff need to be moved further away from buildings than the regular assigned area, make sure it is done in a speedy and orderly manner.
- ◆ Never touch or move any suspicious objects. Report their location to responding law enforcement personnel.
- ◆ Administrator sounds “all clear” and returns students and/or staff to class or assigned work areas when clearance has been given by the proper public agency.
- ◆ Account for all students and staff.

THREATENING INDIVIDUALS RIOT/CIVIL DISORDER

*All guests will sign in the office upon entering school grounds to obtain a visitor's badge during school hours.

*Teachers will inform the office of invited volunteers

* All teachers will provide cell phone numbers to the office.

Administrator/Designee: Give verbal instructions for “Threatening Individuals/Lockdown” or “Immediate evacuation” on intercom to all teachers and students.

Secretary calls 911 for assistance and wait for further instructions.

Staff will turn off inside lights, will lock doors and secure the windows.

Staff will take accounting of students in the class and post red or green sheet, and notify the office if anyone is missing, or if anyone is present who is not a member of the class and designate either approved or not approved, using the following priority for communication:

1. email
2. school phone
3. cell phone

Students who are under the supervision of an adult and are already indoors should not leave that room.

Students on playground should report immediately to the closest classroom. Classes in PE, out the playground, should report immediately to the closest classroom or the gym.

If necessary, as notified by intercom or email, teachers have everyone drop to the floor. The office will notify everyone of the nature of the emergency once everyone is secure via the following priorities:

1. email
2. school phone
3. cell phone

After threat has been neutralized, administrator announces “all clear”.

If the situation requires room-to-room checks, the administrator/designee or law enforcement official will provide a designated password if the above three options are not available.

If problem continues beyond regular dismissal time, instruct staff and/or students to remain inside until further notice and the Auto Dialer will be used to notify parents of instructions and procedures for picking up their children.

Sound “all clear” and return all personnel and/or students to normal routine when proper public agency clearance has been given.

CHEMICAL ACCIDENT/GAS LEAK/EXPLOSION/FALLEN AIRCRAFT

Evacuate all students and/or staff from classrooms or offices using proper signals and evacuation routes.

Secretary will call 911 to report the nature of the crisis.

During and after the evacuation the teacher must account for every student and staff person in the classroom.

If chemical accident is off campus but will affect school or office site, move students and/or staff upwind or crosswind of the fumes or as directed by emergency coordinator.

Maintenance personnel, nurses, and secretaries should be directed to their pre-assigned responsibility as outlined in the General Emergency Procedures Section.

Report all injured students and/or staff to the school nurse or designated first aid person.

If students and/or staff need to be moved further away from buildings than the regular assigned evacuation areas, make sure it is done in a speedy and orderly manner.

VICIOUS/SUSPECTED RABID/NON-DOMESTICATED ANIMALS

Administrator shall, via intercom, bell, or all call, ask staff to direct all students or employees to move quietly and quickly inside buildings.

Administrator shall direct that all doors and windows be closed and remained closed until animal has been removed.

Secretary shall contact Animal Control at (530) 889-7315 of a suspected rabid animal situation and request their assistance.

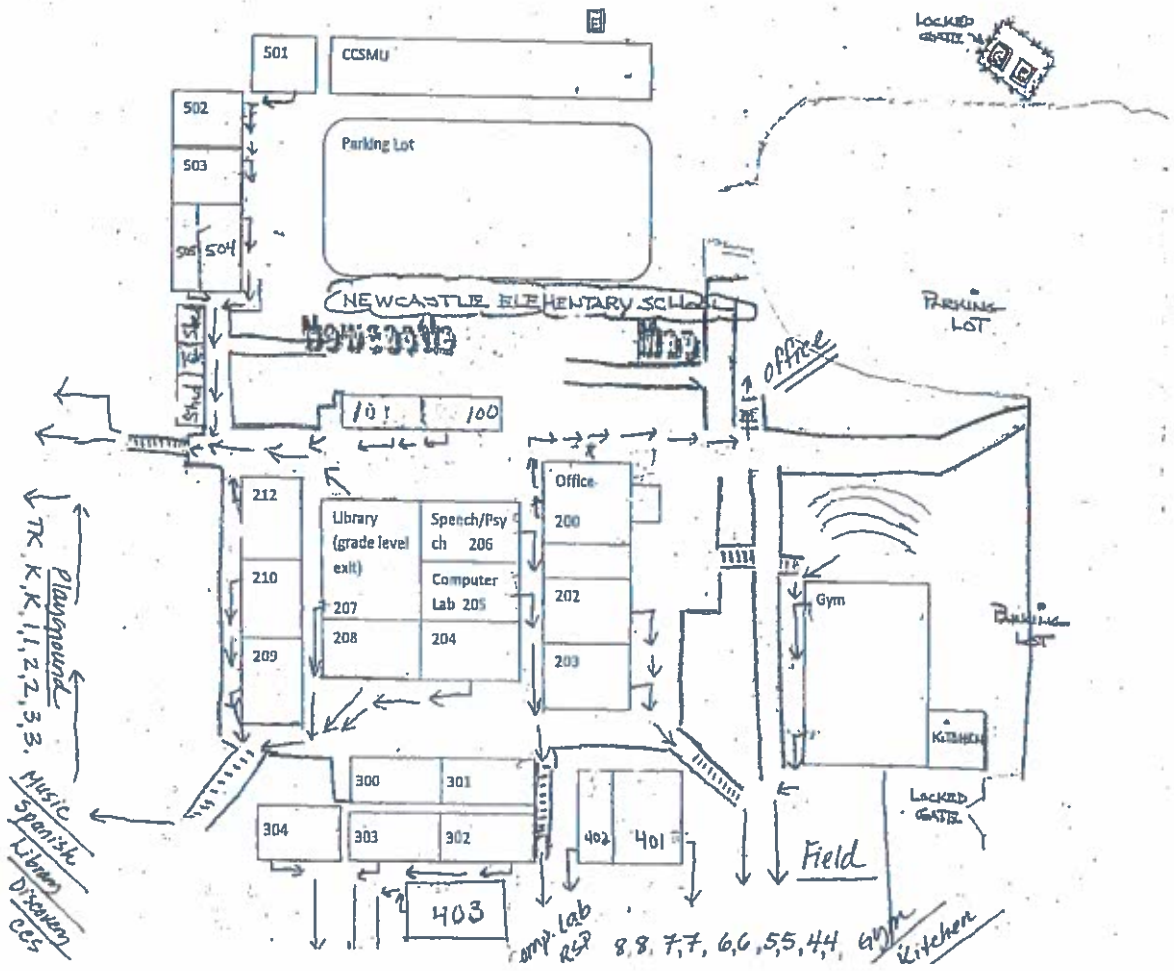
School or office personnel should not attempt to capture or interfere with the animal in any way.

Administrator reports "all clear" when animal has been removed.

TORNADO/SEVERE STORM

- ◆ Administrator will, via the intercom, direct that windows, blinds and drapes be closed.
- ◆ Have everyone remain inside with their backs to the windows and as far away from the exterior windows as possible.
- ◆ Evacuate classrooms or offices that bear full force of wind.
- ◆ If the storm continues beyond regular dismissal time, students, instructors, and/or staff shall be held inside until notified by the site administrator.
- ◆ Notify the proper public agency of any emergency caused by the windstorm and of any service required.
- ◆ All teachers, students, and/or staff should stay in the building until further instructions are issued.
- ◆ Keep radios tuned to local station and follow emergency instructions.
 - ◆ Administrator instructs maintenance personnel to shut off all utilities at main power switch and close the main gas valve if evacuation from school and/or office appears necessary.
 - ◆ Administrator directs evacuation of campus and/or buildings if necessary.
- ◆ Administrator and teachers account for all students and staff.

Evacuation meeting Locations



VI. BEHAVIOR POLICY

Student—Parent—School Agreement

The Newcastle Elementary School District is committed to work in a partnership with the home and community to develop an instructional/educational program consisting of high academic standards that are designed to allow students to acquire knowledge and skills necessary to become active and effective global citizens. Maintaining safe school environments and classrooms conducive to learning can only be achieved through the total cooperation of the student, home, and the school. The purpose of this Agreement is to establish such a relationship—

Student responsibilities:

- 1. Protect the rights of others to study and learn**
- 2. Work to their full potential**
- 3. Be on time for all classes**
- 4. Follow school and classroom rules**
- 5. Volunteer information and cooperate with school staff in disciplinary cases**
- 6. Complete all in-class and homework assignments and meet deadlines**
- 7. Respect public property and carefully use and return all materials and equipment**
- 8. Come to class with necessary books and materials**
- 9. See that school correspondence to parents reaches home**
- 10. Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate**
- 11. communication.**

Parent responsibilities

- 1. Ensure that students attend school**
- 2. Demonstrate positive interest, involvement and support of the education process of the school**
- 3. Follow appropriate communication procedures and deal directly with the school and staff member involved in a respectful and courteous manner when expressing a concern over a class action, school action, program or policy**
- 4. Enter and exit the campus safely and in accordance to visitor sign in policies.**
- 5. Monitor all student assignments and classroom progress and homework completion.**
- 6. Cooperate with the school in resolving student academic or behavioral issues**
- 7. Work with their students and school staff to eliminate bullying behavior and develop appropriate communication.**

School/responsibilities:

- 1. Provide an educational environment that is safe, orderly and challenging**
- 2. Focus on an academic program that will enhance the student's ability to be successful**
- 3. Make meaningful assignments designed to further the educational goals of the program**
- 4. Recognize learning variability by utilizing a variety of teaching strategies**
- 5. Utilize educational technology as a means to enrich and further the curriculum**
- 6. Maintain appropriate communication to include parents as partners in their child's education and behavior.**

7. Respond in a timely manner to parent concerns and requests for information
8. Recognize and respect the values represented in the home of the student
9. Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate communication.

We understand that from time to time concerns arise that need to be addressed. NESD has a procedure to address such issues. Formal complaint forms and procedures are available in the office and posted online.

GENERAL SCHOOL RULES

Be Safe. Be Respectful. Be Responsible.

General School-Wide Rules

1. Students will come to school appropriately dressed, prepared, on time, with books and materials.
2. Students will behave in a manner that allows the teacher to teach and other students to learn.
3. Students will treat others with respect, kindness and courtesy (teasing, put-downs, foul language, bullying or harassment will not be tolerated).
4. No physical contact: aggressive or overly affectionate
5. Students will respect the rights and properties of others. (Students may not use words or body gestures that will bring harm to, embarrass, threaten or intimidate any other student on campus. Students will treat school and other's property with care and respect.)
6. Students will not use cell phones or other electronic equipment during school hours unless permission is granted by a staff member. Students must keep cell phones/electronics turned off and put away between the hours of 7:30AM and 2:30 PM.
7. Students will follow the directions of any campus supervisor or staff member the first time the directions are given.
8. Students will wait in a line outside the classroom door until given permission to enter the classroom.
9. Students will keep all language free from profanity and rude remarks.
10. Students will use all restrooms appropriately.
11. Students will walk quietly on all sidewalks and stairs. Running is reserved for the playgrounds.
12. Students will safely enter and exit the campus from the sidewalk or loading zone under the supervision of staff.
13. Students will dress appropriately at all times and wear hats outdoors only.

Playground Rules

1. Walk directly to the playground upon arrival at school or when dismissed from the classroom.
2. Play all games by the rules. Do not exclude anyone from playing.
3. No physical contact. Keep hands and feet to yourself at all times.
4. Use all equipment properly.
5. Do not throw anything at another person, including balls.
6. Stop playing when the bell rings and walk directly to class after recess.
7. Eat in designated areas. Place all trash in a trash can.
8. Stay off the grass/field/track if it is wet or muddy.
9. Tell the playground supervisor if someone is hurt or there is a problem.
10. Do not leave the playground without permission.

Primary

1. Wait at the top of the stairs for a yard duty to arrive.
2. No physical contact during games or play.
3. Use the slide correctly; seated forward only. Do not take balls or rocks onto the slide.
4. Do not go onto the hillside or over fences.
5. Everyone can play. No closed games.

Elementary/Middle

1. Do not go past the portable or on sides of gym without supervision.
2. Do not play/stay between the portable and the wall near the ball shed, or around the bathrooms.
3. Do not play in back of the backstops or on the track at the far side of the field.

Gym/Cafeteria Rules

1. Raise hand for permission before leaving your seat for any reason.
2. Clean your area in the cafeteria before you leave.
3. Enter only through front double doors.
4. No running or throwing anything in cafeteria.
5. Hot lunch: line up quietly - no pushing or cuts.
6. Do not touch other students' lunch or personal belongings.
7. When the lights go off get ready for announcements and dismissal.
8. No bouncing or playing with playground equipment in the cafeteria.
9. Use gym bathroom during lunch.

WHEN STUDENTS FOLLOW THE RULES

- Students will receive praise and recognition.
- Students will be able to participate in special programs, events, sports, and field trips.
- Students will be considered for "Student of the Week/Month/Trimester".
- Students will earn Stellar Knight cards.

WHEN STUDENT CHOOSES NOT TO FOLLOW THE RULES

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. BP 5145.3

Discipline MAY include but not be limited to:

- Behavior referral will be written (merit loss).
- Students will be placed on the non-privileged list if merits fall below 80.
- Access to privileges or technology may be restricted.
- One or more recesses will be missed or detention may be assigned.
- Work-detail may be assigned (community service).
- Parent conferences may be arranged and/or a behavior contract may be written.
- Students may be excluded from special or end of year activities.
- Suspension from class and/or school per Ed Code, Section 48900.

Further descriptions of disciplinary actions can be on the discipline continuum.

MERIT PROGRAM

All students begin each trimester with 100 merits.

Academic referrals that require detention do not result in merit loss unless that detention is not served.

THIS MERIT SYSTEM IS ONLY A RECORD KEEPING SYSTEM. DISCIPLINARY ACTION WILL BE TAKEN IN ADDITION TO THE RECORDING OF MERIT LOSS. GOOD CITIZENSHIP IS Mandatory FOR THE PRIVILEGE OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES.

Trimester Merit STANDINGS (based on 100 possible merits) are determined as follows:

100-80 = Superior to acceptable behavior

-----NON-PRIVILEGED-----

79 and below = Unacceptable behavior. Student should consider merit retrieval (if eligible).

Loss of all trimester extracurricular activities (non-privileged placement) will result if the current trimester merit status falls and remains below 80 merits.

If there is any question regarding merit standing, please see an administrator to review the student's records.

Merit Retrieval Contract

A student may complete a merit retrieval contract to regain eligibility. **One hour of community service is required for each five merits retrieved;** merits must be retrieved by the Friday prior the last week of each trimester. For complete details of the Merit Retrieval Contract Program, contact administration.

Classroom Behavior

Each teacher will establish and review disciplinary policies and procedures with students at the beginning of the school year and with parents at back-to-school night. This policy will be reviewed periodically throughout the year.

Routine classroom discipline will be handled by teachers. Students violating classroom rules will be subject to warnings, time-out, detention, calls to parents and conferencing. Students may be referred directly to the principal for defiance or other serious offenses using a Behavior Referral.

Level 1: Warning

Teachers have established a warning discipline procedure to be taken prior to issuing a behavior

referral. These procedures will be outlined in the classroom discipline policy. Teachers work with students to modify inappropriate behavior and reinforce behaviors which enhance student success. If these efforts do not correct behavior, action is taken to Level 2.

Level 2: Behavioral Modification

Referral, detention, merit loss, loss of recess, parent contact

Level 3: Excessive Merit Loss

Behavior conference with teachers, parents, and student (principal may be present). Behavior conference will determine whether a behavior contract will be established and options for merit retrieval.

Level 4: Referral to administration for serious infraction or habitual merit loss.

Students who are referred to the principal for a conference are subject to a phone call to parent/guardian, merit loss, detention, on-campus suspension, suspension, independent study or expulsion from school.

DEFINITION OF INFRACTIONS

The Governing Board is committed to maintaining a safe school environment. Teachers shall be notified of dangerous pupils pursuant to Section 49079 through the Aeries System.

The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes. BP 5145 Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher, the principal or assistant principal or any other employee. Policies relating to Sexual Harassment, Discrimination, and the complaint procedures are located on the school and district website. For more information, contact the site administration at 916.663.3307.

Bullying - involves two or more of the following components and applies to students, staff, parents and community members:

A desire to hurt, a hurtful action, a power imbalance, repetition, an unjust use of power, evident enjoyment by the aggressor, and/or a sense of being oppressed on the part of the victim. Bullying may include verbal, non-verbal, physical, or cyber actions, and may be direct or indirect in nature.

Cyberbullying - bullying that uses technology

Tardiness - Arriving late to school or in classes after the final 8:00 AM bell.

Unexcused Absence and Truancy - Any absence which has not been both excused by a parent or legal guardian and approved by the appropriate school official.

Defiance of School Personnel's Authority - Refusal to comply with reasonable requests of school personnel.

Disorderly Conduct, Including Profanity And Obscene Behavior - Conduct and/or behavior which is disruptive to the orderly educational procedure of the school.

Inappropriate Bus Conduct - Not following bus rules.

Profanity/Obscene Acts - Vulgarity or acts which are considered obscene.

Forgery - Writing and using the signature or initials of another person.

Gambling - Participating in games of chance for the purpose of exchanging money or something of value.

Theft/Possession of Stolen Property - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Drug/Alcohol/Paraphernalia - The use, possession or sale of a controlled substance, or otherwise furnished to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.

Smoking/Tobacco/Possession - The possession or use of tobacco, nicotine products, or vaporizing products on school property.

Destruction or Defacement of Property - Destroying or mutilating property or materials belonging to the school, school personnel or other persons.

Fighting/Assault - Engaging in or threatening an act which causes or might cause harm to another person; mutual combat between two people.

False Fire Alarm - Deliberately pulling or setting off school fire alarm.

Weapons/Injurious Objects - The possession, use or sale of any object which might be used to inflict bodily injury to another person.

Arson - Starting or setting a fire anywhere on school campus.

Extortion/Robbery - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

Off Campus Without A Pass - Leaving campus without proper authorization.

Explosive Devices - The use, possession, or sale of any item that could be construed as an explosive device.

Cheating - Dishonesty on a test or school-related assignment.

Harassment - knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose. Gang related apparel is prohibited. (Section 35183)

Sexual Harassment- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Other types of conduct which are prohibited in the district and which may constitute sexual harassment include (EC 212.5):

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching an individual's body or clothes in a sexual way or inappropriate manner.
- Purposefully limiting a student's access to educational tools.
- Displaying sexually suggestive objects in the educational environment.
- Continuing to express sexual interest after being informed that the interest is not welcome.
- Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Hate Crimes - actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.

Hazing - Any method of initiation into a student organization or group which causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

Battery on a Staff Member - Aggressive physical contact with an employee of the school district.

NEWCASTLE ELEMENTARY SCHOOL DISCIPLINE CONSEQUENCE CHART

The following chart indicates the types of disciplinary action that applies to each type of misbehavior. In each instance, a minimum and a maximum action is stated, as well as a suggested action for the first occurrence and one for repeated occurrences. These measures are intended to be guidelines that assist in maintaining student discipline. If the situation develops whereby disciplinary measures should be more severe than the general guidelines indicate, the person responsible for enforcing discipline may override these guidelines as appropriate. Restitution may be required for any costs incurred by the District. Penalty may include one or more of the listed actions:

* Depends on Grade Level. Harsher consequences set for 6th-8th grade offenses.

OFFENSE	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Arson (PC 450, 451)	Minimum Maximum	Suspension, Restitution, Contact Fire Marshall, Police Report Expulsion, Restitution	Expulsion/Restitution
Battery on School Staff (EC 48900 k, 44401)	Mandatory	Suspension/Police Report	Expulsion/Police Report
Bullying/Intimidation (BP 5131, 5137, E 48900 r, 48900.4)	Minimum Maximum	Warning, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Service Suspension/Formal Reprimand/Expulsion, Police Report	Formal Conference, In-House Suspension, Suspension, Police Report Formal Reprimand/Expulsion, Police Report
Bus Conduct (AR, BP 5131, a-c)	Minimum Maximum	Informal/Formal Conference, (See Placer Hills Policies), Suspension, Expulsion, Formal Reprimand Loss of Bus Privileges, Suspension or Formal Reprimand	Informal/Formal Conference, In-House Suspension, Suspension, (See Placer Hills Policies), Suspension, Expulsion, Formal Reprimand Loss of Bus Privileges, Suspension, Formal Reprimand, Expulsion
Cheating on Test or School Related Assignment, Plagiarizing (EC 35291, 48900)	Minimum Maximum	Informal/Formal Conference, No Credit on Assignment Formal Conference/In-House Suspension, Detention, No Credit	*Detention, Informal/Formal Conference, In-House Supervision, Suspension Suspension

		on Assignment	
Cyberbullying (EC 32261, 48900)	Minimum	Detention, In-House Suspension, Non-Privileged, Parent Conference, Police Report	Formal Reprimand, Suspension, Police Report
	Maximum	Community Service Suspension/Formal Reprimand/Expulsion, Police Report	Formal Reprimand/Expulsion, Police Report
Deliberate False Fire Alarm (EC 48900 k)	Minimum	Formal Conference, Detention, In-House Suspension	Suspension, Fire Marshal, Formal Reprimand or Expulsion
	Maximum	Suspension, Fire Marshal, Formal Reprimand or Expulsion	Suspension, Fire Marshal, Formal Reprimand or Expulsion
Destruction of Property (School or personal) (EC 48900 f)	Minimum *	Formal Conference, Parent Notification, Restitution, In-house Suspension, etc.	Formal Conference, Restitution/Suspension
	Maximum	Suspension, Restitution, Police Report, Formal Reprimand	Restitution, Formal Reprimand or Expulsion, Police Report
Disruption/Defiance/Disobedience (EC 48900 k)	Minimum	Warning, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Service	Formal Conference, In-House Suspension, Suspension
	Maximum	Suspension/Formal Reprimand/Expulsion	Formal Reprimand/Expulsion
Dress Code Violation (EC 35183, AR 5132)	Minimum	Informal/Formal Conference, Detention	Detention, Formal Conference, In-House Suspension
	Maximum	In-House Suspension	Suspension
Drugs/Alcohol/Paraphernalia (EC 48900 c,d,j)	Minimum *	In-House Suspension, Detention, Formal Conference, Formal Reprimand, Police Report	Suspension, Formal Reprimand or Expulsion, Police Report
	Maximum *	Suspension, Formal Reprimand or Expulsion, Police Report	Suspension, Formal Reprimand or Expulsion, Police Report
Electronic Device (Possession/unauthorized use) (EC 48901.5)	Minimum	Take Away Device, Detention, In-house Suspension, Non-Privileged, Parent Conference, Community Service	Take Away Device, Formal Conference, In-house Supervision, Detention, Suspension,
	Maximum	Take Away Device, In-house Suspension, Suspension, Non-Privileged, Community Service	Take Away Device, Suspension

Explosive Devices/Bomb Threat (EC 48900 b)	Mandatory	Suspension and/or Expulsion and Police Report (Optional)	
Extortion/Robbery (EC 48900 e)	Minimum *	In-House Suspension, Detention, Formal Conference, Suspension, Formal Reprimand or Expulsion, Police Report, Restitution	Suspension, Formal Reprimand or Expulsion, Police Report, Restitution
	Maximum *	Suspension, Formal Reprimand or Expulsion, Police Report, Restitution	Suspension, Formal Reprimand or Expulsion, Police Report, Restitution
Fighting/Assault/Threats (EC 48900 a(2), P 241, 243, 245, 220)	Minimum	Informal/Formal Conference, In-House Suspension, Detention, Suspension or Expulsion, Formal Reprimand, Police Report	Formal Conference, In-house Suspension, Suspension
	Maximum		Expulsion/Police Report
Forgery (EC 35291, 48900)	Minimum *	Informal/Formal conference, Parent Conference, Community Service, Detention	In-House Suspension, Suspension, Detention
	Maximum	In-House Suspension, Detention	Suspension, Expulsion, Police Report
Gambling (EC 48900)	Minimum *	Informal Conf., In-house Suspension, Detention	*Formal Conf., In-house Suspension
	Maximum	Suspension from School	Suspension from School
Gang Behavior/Attire (EC 35183, 35294.1)	Minimum	Notification of Parent, Confiscate Materials	Formal Conference with Parent and Student/Suspension
	Maximum	Suspension	Formal Reprimand/Expulsion, Police Report
Harassment/Intimidation (EC 48900 a,o,u, 48900.4)	Minimum	Warnings, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Svc	Formal Conference, In-House Suspension, Suspension, Police Report
	Maximum	Suspension/Formal Reprimand/Expulsion, Police Report	Formal Reprimand/Expulsion, Police Report
Hate Crimes/Violence (EC 48900.3, 48900 t)	Minimum	Formal Conference, Suspension, Police Report, Formal Reprimand	Formal Conference, Suspension, Formal Reprimand or Expulsion, Police Report
	Maximum	Formal Reprimand or Expulsion, Police Report	Formal Reprimand, Expulsion, Police Report

Hazing (EC 32050, 32051, 48900 a)	Minimum	Informal Conference, Detention, In-home Suspension, Non-Privileged, Parent Conference, Community Service.	K-3 In-House Suspension, Detention 4-8 Suspension
	Maximum	K-3 In-house Suspension, 4-6 Suspension	Formal Reprimand, Expulsion
Leaving Campus/Class Without Proper Authorization (EC 35291, 48900)	Minimum	Informal/Formal Conference, Warning	In-House Suspension
	Maximum	In-House Suspension, Detention, Community Svc	Suspension, Community Service
Physical Contact (EC 48900 a(2), P 241, 243, 245, 220)	Minimum	Informal/Formal Conference, In-House Suspension, Detention, Suspensio	Formal Conference, In-house Suspension, Suspension Expulsion/Police Report
	Maximum	Suspension or Expulsion, Formal Reprimand, Police Report	
Profanity/Obscene Acts Immoral Acts/Verbal Abuse (EC 48900 i)	Minimum	Warnings, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Svc	* In-House Suspension, Detention, Formal Reprimand, Suspension
	Maximum	Suspension, Formal Reprimand	Suspension, Expulsion
Sexual Harassment (EC 212.5, BP, AR 5145.7 a-f, 48900.2)	Minimum	Title IX Report, Warnings, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Service, etc.	Suspension/Title IX, Police Report
	Maximum	Suspension, Formal Reprimand, Expulsion, Title IX Report	Formal Reprimand, Expulsion, Title IX Report, Police Report
Smoking/Tobacco Products, Vaporizing (EC 48900 h, EC 51260)	Minimum	In-House Suspension and Notification of Parent	In-House Suspension, Police Report
	Maximum	Suspension	Suspension, Police Report
Theft (EC 48900 c)	Minimum	Detention, In-House Suspension, Formal Conference, Suspension, Restitution, Police Report.	In-House Suspension, Formal Reprimand Police Report, Restitution
	Maximum	In-house suspension, Suspension, Formal Reprimand or Expulsion, Restitution, Police Report	Suspension, Formal Reprimand or Expulsion, Police Report, Restitution
Unexcused Absence/Tuancy	Minimum	Principal Letter, Detention	Home Visits, Principal Letter, Truancy Letters, SART

(EC48260, 48200)	Maximum	Detention, In-House Suspension	Refer to Child Welfare & Attendance (CWA), SARB, CW, refer to Dist. Atty
Weapons/Injurious Objects Replica Firearm (EC 48900 b, m)	Minimum	In-House Suspension, Detention, Police Report (Optional), Formal Conference	Suspension, Formal Reprimand or Expulsion, Police Report (Optional)
	Maximum	Suspension, Formal Reprimand or Expulsion, Police Report (Brandishing knife or gun)	Suspension, Formal Reprimand or Expulsion, Police Report (Optional)

For offenses not included, the administrator or designee will utilize one or more of the following disciplinary measures depending on the nature of the offense: 1) conference with pupil; recess restriction; 2) parent conference; 3) notification of parent by telephone, letter, home visit; 4) detention, Saturday School, class suspension, in-house supervision; 5) suspension; 6) expulsion.

DISCIPLINARY ACTIONS

Non-Privileged Status- A student is unable to participate in non-instructional assemblies, reward activities, field trips, classroom activities, and after school sports/special activities. An alternate detention location is assigned instead.

Community Service - A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6, AR 5144 a)

Detention - Assignment of a student to a supervised detention schedule. A student's recess time may be restricted (kept in supervised classroom, benching, sitting in office, etc.) and/or one hour after the close of the school day. A student who is transported by school bus shall be detained only after prior arrangements are made with the parent for transportation home. School personnel must give the parent/student 24-hour advance notice. Teachers requesting a same-day after-school detention must receive prior parental approval. (AR 5144 b)

Suspension

A teacher may suspend a student from their class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority. The teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (EC 48900.1)

In-house Suspension* - Disruptive or disrespectful behavior will not be tolerated at Newcastle Elementary School. In such a case, the student is removed from one or more classes, but remains at school. In-House Suspension requires students to remain in the office or other designated area. Students are not allowed to participate with their class for academic or social purposes while on in-house suspension.

Suspension From School* - At Home Suspension requires that students remain off campus for the duration of the suspension. Parents and students are notified of suspension duration and due process procedures. In addition, students will be placed on the “non-privileged” list for each type of suspension including but not limited to the following violations of the Ed Code:

1) Fighting, 2) Defiant behavior toward an adult, 3) Possession of knives, weapons, or sharp instruments (or look-a-like weapons), 4) Possession of cigarettes, matches or lighters, 5) Theft or vandalism, 6) Threats or harassment (both physical and verbal), 7) Sexual harassment, 8) Hate crimes, or 9) Health code violations. 10) Bullying, including electronic, 11) Selling or arranging to sell prescription drugs, 12) Obscene acts or vulgarity.

***Students who are suspended from school may not return after school hours to attend extra-curricular or athletic events during their suspension.**

Withholding Grades, Diploma, Transcripts, Special Activities - Willful misconduct that result in school district property being defaced or otherwise damaged will result in grades, diplomas and/or a transcript being withheld until restitution is made. (Students will also be ineligible to participate in any extracurricular/special activities until restitution is made.) Liability of the parents not to exceed \$10,000 (Ed Code 48904).

YOUR RIGHTS - DUE PROCESS FOR SUSPENSION/EXPULSION

The above section has explained the major disciplinary problem areas and the actions that will result for those students who make inappropriate choices. All students are entitled to due process. This means there are certain procedures which school officials must follow prior to taking appropriate disciplinary action. There are also procedures which students must follow if they do not agree with the school's actions or wish to file a complaint.

Hopefully, students will never be in a situation where they need the protection of due process. If, however, a student does become involved in a situation in which a suspension or expulsion might result, both the student and his/her parents will be given a more detailed description of the due process procedures and will receive instruction regarding the procedure. The following summary is only to acquaint students and parents with the fact that such a procedure exists. Disruptive or disrespectful behavior will not be tolerated at Newcastle Elementary School. In-house or At-home Suspension and non-privileged status may occur on the first offense for the following Education Code violations: 1) Fighting, 2) Defiant behavior toward an adult, 3) Possession of knives, weapons, or sharp instruments (or look-a-like weapons), 4) Possession of cigarettes, matches or lighters, 5) Theft or vandalism, 6) Threats or harassment (both physical and verbal), 7) Sexual harassment, 8) Hate crimes, or 9) Health code violations. 10) Bullying, including electronic, 11) Selling or arranging to sell prescription drugs, 12) Obscene acts or vulgarity. The school Principal, Assistant Principal, or designee has the right to suspend a student for a period of up to five days. In cases of this type, an informal hearing between the principal or his/her designee, the student and any other appropriate persons will be conducted. If, after the hearing is completed the principal or designee will attempt to notify parents by telephone, and will send a copy of the suspension notice to the parents.

The school principal or designee has the right to recommend to the district that a student would be expelled (expulsion). In cases of this type, the hearing will be conducted before a panel of Placer County Administrators.